

Faculty Handbook

This handbook provides information that is particular to the UNC School of Media and Journalism. This document was updated in September 2015 to reflect the school’s name change and the creation of an academic dean position. Revisions to the “Tenure Track Faculty Policies and Procedures” section were approved by faculty on August 21, 2017. The approval and/or revision dates of other specific policies are noted. For general information that applies to UNC, please consult the site of the UNC provost, which provides faculty codes and other academic personnel information. <http://provost.unc.edu>

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OVERVIEW

Mission Statement of the School

(Adopted by the faculty July 19, 1996; amended September 19, 2008)

The School's mission is to:

- Educate students in a broad range of skills and concepts involving the gathering, editing and presentation of information, along with evaluating the effects of public communication.
- Prepare students for careers in Media and Journalism.
- Educate students about the media and their roles in society.
- Contribute to the body of knowledge about media and society.
- Extend that teaching and knowledge to the people of North Carolina and beyond.

In fulfilling that mission, the School is committed to the inclusion of men and women of all races, national origins, religions, cultures and lifestyles.

The School strives to teach undergraduate and graduate students

- How to prepare, produce and disseminate media messages.
- How to evaluate the effectiveness of media messages.
- How to be critical consumers of the media.

The School teaches about the rights, responsibilities and roles of the media in society. To prepare students for mass communication careers, the School requires students to pursue a liberal education and study mass communication techniques and theory.

The School asks teachers to strive for excellence in teaching, complemented by relevant research or creative activity, and service. The School asks faculty members to contribute to the body of knowledge of mass communication by conducting research and critically evaluating media performance. Such research and criticism enhance the School's teaching mission and help the media and public to understand the mass communication process.

The School serves constituents beyond its students. For the rest of the University, the School contributes to students' general education through mass media instruction and research. The School has a special obligation to work with the media and related professions in North Carolina in fulfilling their roles and responsibilities ethically and effectively. The School's service mission is international in scope through research and education about the roles and functions of mass communication in other countries.

Mission Statement of the Graduate Program

The School offers two master's degrees and one doctoral degree from one of the most distinguished graduate programs in the nation.

M.A. in Mass Communication Designed to achieve a balance between professional practice and academic theory. It is not strictly a professional master's program that aims to hone technical skills. Nor is its focus solely academic and theoretical. The M.A. in Mass Communication offers three tracks — professional, mass communication and interdisciplinary health communication (IHC) — and several specializations, including medical and science journalism, business and media, electronic communication, reporting, strategic communication and visual communication/editing/multimedia. The School also partners with the UNC School of Law to offer an M.A./J.D. dual degree program.

M.A. in Technology and Communication (MATC) An online master's begun in fall 2011 and aimed at working professionals focuses on interactive media, the Internet, digital economics and other issues reshaping Media and Journalism in the 21st century.

Ph.D. in Mass Communication Designed to prepare students for college teaching and research positions or research careers in mass communication industries, advertising agencies, market- or opinion-research firms, business or government.

The School also offers a graduate-level Certificate in Technology and Communication, which is taught completely online and requires no travel to campus.

The Master's Program

Master's students learn to critically examine the role of mass communication in society and receive a firm grounding in theory and analysis. By setting high standards for scholarly and professional achievement, we seek to prepare our graduates to be leaders and critical thinkers, no matter what career paths they might take.

The master's program is designed to meet the needs of four types of students:

- Individuals who hold bachelor's degrees in other fields, have several years of work experience (but not necessarily in communication) and wish to pursue careers in mass communication.
- Individuals with some experience in mass communication who want education in specialized fields or wish to change career directions (for example, print journalists who want to learn multimedia skills or public relations practitioners who want to develop expertise in online communication).
- Experienced communication professionals who wish to prepare to teach or engage in media research after completing the master's degree.

- Experienced communication professionals who intend to go on to doctoral studies.

In other words, ours is not strictly a professional master's program that aims to hone technical skills in writing, editing, photography and graphic design. Nor is our focus solely academic and theoretical. Rather, we seek to achieve a balance.

The Ph.D. Program

The doctorate in mass communication is designed to prepare students for college teaching and research positions or research careers in mass communication industries, advertising agencies, market- or opinion-research firms, business or government. We work closely with each student to develop a program of study that is both interdisciplinary, allowing the student to take full advantage of the University's rich academic offerings, and tailored to meet the specific needs and interests of the student. The goal of the program is to produce outstanding scholars who are highly knowledgeable about mass communication and highly skilled as researchers.

Internal Organization and Procedures

The School of Media and Journalism is one of six professional schools at UNC-Chapel Hill. The dean is the chief administrative officer of the School.

Administrative and educational policies of the School are determined as follows:

The dean works with the provost and the chancellor on major policy issues. In addition, the School has an Administrative Board, appointed by the chancellor, to advise on policy. It has five members: most are School faculty members, and one or two may be from outside the School.

The School also has a Board of Advisers that includes alumni and other friends of the School who advise the dean and faculty and support the School. Members of the board of directors of the School's Media and Journalism Foundation are executives of media related organizations and work closely with the dean. The School also works closely with the N.C. Press Association (NCPA) and the N.C. Association of Broadcasters (NCAB).

The board of directors of the Journalism Alumni and Friends Association (JAFA) also serves an advisory-board function. Directors are prominent alumni and friends who work diligently for the School to advance Media and Journalism. A major activity of JAFA is a career mentor program.

Faculty Role in Administration

Within the School, faculty members hold these important administrative positions:

- Academic Dean
- Senior Associate Dean for Undergraduate Studies
- Senior Associate Dean for Graduate Studies
- Director of the Ph.D. Program
- Director of the M.A. Program
- Faculty Director of the M.A.T.C. Program
- Director(s) of Advertising and Public Relations
- Director of Journalism

The dean also appoints faculty members as curriculum coordinators for the areas of specialization in the curriculum. He or she also has the discretion to appoint other faculty members to significant positions. These appointments report directly to the dean.

The faculty plays a crucial role in all policy matters. The dean may reject faculty votes, including those on personnel matters. The dean consults with the academic dean, senior associate deans, associate deans, tenured professors or other appropriate faculty members, according to the issue in question, on policy decisions.

Faculty meetings are held at least once a month during the regular academic year. They are open to regular and part-time faculty members, students and others. In the case of discussion of some matters, only full-time faculty members may be present. All faculty meetings are exempt from the N.C. Open Meetings Law. Only full-time faculty may vote on personnel matters. Faculty appointed at .75 and above may vote on all matters except personnel.

In addition, the School has other positions with administrative responsibility that are filled by faculty members:

- “Carolina Week” director
- “Carolina Connection” director
- American Advertising Federation chapter adviser
- Carolina Association of Black Journalists chapter adviser
- Carolina Business News Initiative director
- Chuck Stone Program for Diversity in Education and Media director
- Diversity initiatives coordinator
- Electronic News Association chapter adviser and faculty liaison to the Electronic News Association of the Carolinas
- Equal Employment Opportunity Officer and Alternate EEOO
- Faculty Council representative
- Hearst Visiting Professionals coordinator
- Heelprint Communications faculty advisor
- Honors Program head
- Kappa Tau Alpha chapter adviser
- Latino Journalism & Media (Latijam) director
- M.A./J.D. Program coordinator
- Medical and Science Journalism Program head
- National Association of Medical Communicators faculty liaison
- National Press Photographers Association chapter adviser
- NCSMA director and NCSMAA executive secretary
- Public Relations Student Society of America chapter adviser
- Reese Felts Newsroom director
- Society of News Design chapter adviser
- Society of Professional Journalists chapter adviser
- Sports Communication Program head
- UNC Center for Media Law and Policy co-director

Numerous committees operate as well. A search committee is appointed to advise on the filling of every faculty opening, and various special-topic committees serve from time to time. Students participate actively on many committees. The standing committees include:

- David Brinkley Teaching-Excellence Award Selection
- Elected Advisory Committee on Faculty Salaries
- On Campus Graduate Admissions
- MATC Admissions Committee
- Hearst Contest Advisers
- International Student Support
- Local Review Committee on Research Using Human Subjects
- Diversity Activities Committee
- JOMC 153 News Writing Course
- Appointment, Promotion and Tenure
- Scholarships
- Undergraduate Curriculum
- The Edward Vick Prize for Teaching Innovation Selection
- Reese Felts Steering Committee
- Research Colloquia
- Latino Project Committee

TENURE TRACK FACULTY POLICIES AND PROCEDURES

Search Process

Definition of the Position

When a new position becomes available or a vacancy occurs, the dean proposes a job description after identifying faculty needs and consulting with faculty members. The job description is circulated among the full-time faculty in advance of a faculty meeting called to discuss the search process. The job description is approved by a faculty vote. On occasion, a proposed job description is circulated with a request for comments after the full faculty has voted on the general nature of the position.

Search Committee

The search committee for each position is appointed by the dean, who consults about committee membership with the committee chair and other appropriate faculty members. The chair is usually a senior professor in the specialization in which the hire is being made.

Members of search committees include full professors and usually an associate professor and an assistant professor. Most are from the specialization for which the search is being conducted. Each committee includes at least one graduate student. There is no set number of committee members, but the minimum is usually five. The committee should have an odd number of members to avoid a tie vote. Each committee is constructed with attention to diversity.

After the committee is formed, the Recruitment Requisition form is filed and must be approved. Formal consideration of applicants may not begin until 45 days after the position is approved.

Publicizing the Position

The search committee chair works with the dean's administrative assistant to publicize the position. Applications are reviewed online by members of the search committee.

Announcements and advertisements specify responsibilities (teaching area, research, public service and advising), desired qualifications, rank sought and materials needed for the application (curriculum vitae and the names of at least three references). The announcement also includes the date when applications will begin to be reviewed.

An announcement of the position is e-mailed to all accredited schools and departments of Media and Journalism listed in the annual Media and Journalism Directory, a publication of the Association for Education in Media and Journalism (AEJMC).

If the timing is appropriate, faculty members publicize the position at the annual AEJMC convention and interview possible applicants there.

Advertisements are placed in *The Chronicle of Higher Education* and other appropriate publications and on- and off-campus. The position is also posted on the School's website and online sites of professional organizations in the particular specialization. Special efforts are made to attract diverse candidates.

Receiving Applications

Applications and letters of recommendation are acknowledged as they are received. Applications are available for review by members of the search committee. If the committee receives nominations of people considered appropriate for the vacancy, the chair will write to those people to ask for applications.

Reviewing Applications

Shortly after the date established to begin the review of applications, the search committee meets to review the applications. At the beginning of the first meeting, the dean discusses details of the position and desired qualifications and answers questions from committee members. The committee carefully and deliberately discusses each applicant and narrows the applicants to a shorter list of finalists (usually three or four but possibly more). All committee members, including students, have an equal vote.

The committee chair meets with the dean to discuss the committee's recommendations as to which applicants should be interviewed.

The committee chair presents the recommendations at a faculty meeting—scheduled as soon as possible—where open and frank discussions are held about candidates, including some applicants who may not have been recommended for the short list. The committee chair distributes written summaries of the backgrounds of the applicants proposed for interviews. The faculty approves (or changes) the committee's recommendation. The faculty's action then goes to the dean.

The Interim Selection Document form is submitted and must be approved before candidates can be invited to campus for interviews.

The committee chair or dean calls candidates on the short list to invite them to campus for interviews. After the remaining pool of candidates has been narrowed, letters are sent to those not kept in the pool to tell them that the field has been narrowed and that they are no longer in consideration.

Interviews

Before candidates are interviewed, each candidate is asked by the chair of the committee or by the dean about whether they are comfortable with checking references provided by the candidates and other individuals who might have knowledge about the candidates. These reference checks should be made either by the committee chair or by the dean. In some instances, the chair and/or dean may approve reference checks to be made by other faculty. Reference checks should focus on factual knowledge, not on whether someone “likes” or “dislikes” a candidate. Faculty should not randomly call individuals to see how they feel about a particular candidate.

Finalists make a research or professional presentation to indicate the nature of their research or creative work. The finalists also demonstrate their teaching potential by teaching a class in their specialization. This is arranged in advance between the finalist and the professor who teaches the class to ensure that the content is appropriate to that course at that time. Other faculty members may attend these lectures.

Each finalist is taken to dinner by faculty members and meets with at least one student-only group. Each finalist meets with groups of faculty members, and each finalist has an opening and a closing interview with the dean and a meeting with the search committee.

During the interview period, faculty, students and staff are provided with a formal response mechanism, such as a paper form or online survey, so they can assess each candidate.

Final Review

Shortly after the last interview is completed, the search committee meets for a full and frank discussion of the finalists who were interviewed. The committee reviews feedback and pays particular attention to a candidate’s teaching performance and research/creative activity credentials. The committee provides the dean a written list of the strengths and weaknesses of all the interviewed candidates. The committee may make a recommendation that the job should be offered to a specific person. In some cases, the committee might decide that no candidate is qualified for the job and might recommend that additional candidates be invited to the campus or—if there is sufficient reason—that the search be closed and reopened later.

The committee's recommendation is presented to the full faculty, where it is discussed thoroughly. The faculty votes on the recommendation.

The vote is a recommendation to the dean, who takes action as he or she sees fit. The Final Selection Document form is filed and approved. The dean negotiates with the selected applicant on matters of rank, salary, teaching responsibilities or other considerations.

Once the person accepts the position, all appropriate personnel papers must be filed, and the hiring must be approved by appropriate University committees and boards. All appointments are conditional on those approvals. These procedures are detailed in relevant UNC-Chapel Hill documents.

Appointment, Reappointment, Promotion and Tenure

The *Trustee Policies Governing Academic Tenure in the University of North Carolina at Chapel Hill* define academic tenure as “the protection of a faculty member against involuntary suspension or discharge from, or termination of, the faculty member’s employment by the University except upon specified grounds and in accordance with specified procedures.” The tenure system is based on the understanding that tenure is a privilege bestowed by the University in keeping with its needs for outstanding achievement. A tenure decision represents an institutional judgment of an individual’s actual and potential contributions to the professional life of teaching, scholarship and service. Thus, not everyone will obtain tenure, and no set of detailed criteria can exist, the mere fulfillment of which will ensure tenure.

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

The *Trustee Policies* state that tenure is held with reference to the institution and with reference to institution-wide standards. Section 2.a. provides: “While academic tenure may be withheld on any grounds other than those specifically stated to be impermissible under Section 4 hereof, its conferral requires an assessment of institutional needs and resources and evidence of service to the academic community, potential for future contribution, commitment to the welfare of the University, and demonstrated professional competence, including consideration of commitment to effective teaching, research, or public service.” All procedures and policies relating to tenure, promotion and reappointment of faculty members in the School of Media and Journalism conform to the statements set forth in the following University publications:

[*The UNC Policy Manual: Chapter VI — Academic Freedom and Tenure*](#)

[*Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill*](#)

Other policies, procedures and information referred to here can be found on the website of the Office of the Executive Vice Chancellor & Provost under [Academic Personnel/Faculty Policies, Procedures & Guidelines](#).

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

Faculty Overview

The School of Media and Journalism, as a professional school of the University of North Carolina at Chapel Hill, strives to excel in all three of its missions: teaching, research/professional work and service. All faculty members in the School are expected to have a deep commitment to media and journalism and to education.

Initial rank for tenure-track faculty members can be instructor, assistant professor, associate professor or professor, depending on qualifications. The performance record of a person recommended for reappointment, promotion or tenure must be thoroughly documented, and the record is scrutinized. Because the School combines professional education of undergraduate and graduate students with a strong tradition of research and scholarship, the School has a dual-track system for classifying faculty members: the professional tenure track and the research tenure track. The dual-track system acknowledges that there are different expectations for the two groups of faculty members, both of which are vital to the School's mission of excellence in teaching, research/professional work and service as well as public engagement in all three areas.

A faculty member might well be strong in both tracks, but for purposes of classification and expectations for appointment, reappointment, promotion and tenure, each faculty member is in only one track. That decision is made at the initial appointment, and the faculty member must remain in that track. (A faculty member can, under some circumstances, move off the tenure track altogether and into a fixed-term position. See the policy on fixed-term faculty for details on that process.) During the search for a new faculty member — in the job description that is circulated nationally, all advertisements and all other communications about the position — the expectations for the faculty member, including the tenure track, must be stated clearly. The terms for appointment and for possible promotion and tenure must be included in correspondence from the dean to the faculty member.

The School also hires teaching assistant professors, teaching associate professors, teaching professors and professors of the practice on fixed-term contracts, usually full time (1 FTE). Adjunct instructors are hired on a per-course basis. Fixed-term faculty are evaluated through the School's review process described in the section on fixed-term faculty prior to being hired, reappointed or promoted.

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

Basic Considerations for All Tenure-Track Faculty Members

In the spring, the dean and the chair of the School's Committee on Appointments, Promotion and Tenure meet as a group with non-tenured faculty members who will have a third-year review or go up for promotion and/or tenure the following academic year. They review the materials needed for the specific review and answer questions.

During each academic year, the dean meets individually with non-tenured faculty members and their mentors to review progress and expectations for the coming year. Both the dean and the chair of the APT Committee meet with individual faculty who have had any academic review, such as third-year or post-tenure review, or who have been promoted to discuss the reports. The dean also schedules meetings as needed with fixed-term faculty to discuss plans and progress.

Basic expectations for every faculty member include outstanding scholarship or professional work, excellent teaching and excellent service to the School, University and to the discipline. To be reappointed or promoted, each faculty member must continue to contribute in the School and to the discipline in significant and appropriate ways.

Teaching. The School prides itself on excellent teaching. Faculty members are expected to be exceptional teachers and include innovation where appropriate and whenever possible. Typically, in the research tenure track, a faculty member teaches four classes each academic year. Each faculty member in the professional track usually teaches five classes in an academic year, and this heavier teaching load should be recognized by the school's promotion and tenure committee when it makes decisions about promotion and tenure. Full-time fixed-term faculty members teach six courses a year, unless other assignments are made by the dean.

The basic documentation of teaching quality is the School's required course evaluation by students each semester. The results of the evaluation are quantifiable and are reported to the dean. Also, the teaching statement, written by the faculty member under review, provides an explanation of the person's teaching performance, evidence of improvement over time, stability or decline. Teaching observations are also a part of the process of evaluating teaching and helping instructors improve their teaching skills. A written report of that observation is given to the academic dean and placed in the teacher's file. These reports are reviewed as part of the multi-faceted evaluation process for reappointment, tenure and/or promotion, and post tenure review. Although the following reflects the schedule and minimum number of peer observations that will be done for MJ School instructors, there may be occasions when a peer observation of teaching is requested by senior leadership to be done sooner than the next review.

- Non-tenured tenure-track faculty members are observed initially during their first year of employment, a second time before their third-year review, and a third time before the evaluation of their record for tenure and promotion.

- Fixed-term faculty members are observed initially during their first year of employment and thereafter in the year before their contract end date.
- Graduate students are observed during their first time teaching a course as the instructor of record and thereafter in consultation with the senior associate deans. Graduate students may request a peer observation to provide material for their teaching portfolios.
- Adjuncts are observed initially during the first class they teach and thereafter (at a minimum) every other year that they teach.
- Finally, tenured faculty will be observed during the year that they submit materials for post-tenure review.
- Faculty members may also request a peer observation of their teaching outside of the schedule detailed above.

All faculty are eligible and asked to do teaching observations. The School typically asks a professor of an equal or higher rank or position to observe other faculty members. Therefore, full professors may be asked to observe all faculty (tenure track and fixed term), adjuncts or graduate students; associate professors may be asked to observe assistant and associate professors, fixed-term faculty, adjuncts, or graduate students; assistant professors may be asked to observe assistant professors, fixed-term faculty, adjuncts, or graduate students; fixed-term faculty may be asked to observe other fixed-term faculty, adjuncts and in some cases, graduate students teaching in classes taught by those fixed-term faculty (skills classes, for example).

Service. Service is highly valued and part of the School's core mission. The expectation for tenure-track junior faculty is service within the School and an emerging service record within appropriate statewide and national organizations prior to promotion and tenure. Prior to promotion to full professor, the expectation is robust service at the University, state, national and/or international levels. Service includes performance in areas such as international and national offices and work in appropriate scholarly, professional and academic organizations; University and School positions and committee work; workshops, speeches, etc.

Time in rank. It is customary for assistant professors to be in rank for six years before promotion and tenure. A review usually is conducted during the faculty member's sixth year. An earlier review is possible in exceptional cases.

There is no fixed length of time an associate professor must be in rank before he or she can be considered for promotion to full professor. Typically, an associate professor is in rank for five to 10 years before being promoted to full professor. Promotion to full professor is not guaranteed, and some associate professors may remain in that rank until retirement. An associate professor should be reviewed every five years to determine readiness for promotion.

If a faculty member held a tenure-track appointment at another institution of similar quality before joining the UNC-CH School of Media and Journalism, some or all of the time

spent in rank at the other school(s) may be counted as time in rank in the School. See material under **Initial appointment as associate professor** on page 14 for additional information for conferral of tenure at UNC if a faculty member has had an appointment at another university.

Public engagement. The School has a long history of engagement with media professions and other external communities. Public engagement refers to scholarly, professional, pedagogical or service activities for the public good, directed toward persons and groups outside the University of North Carolina at Chapel Hill. The University has declared its commitment to encouraging, recognizing and rewarding engaged scholarship, professional work, teaching and service. Engaged scholarship refers to “scholarly efforts to expand multifaceted intellectual endeavor with a commitment to public practices and public consequences,” and engaged activities are defined by the University as “artistic, critical, scientific and humanistic work that influences, enriches and improves the lives of people in the community.” Faculty engagement (in the form of research/professional work, teaching and/or service) may develop as collaborative interactions that respond to short and long-term professional or societal needs and should be reciprocal and inclusive of communities involved. Engagement can serve the media professions, as well as people in our state, nation or the world through a continuum of academically informed activities.

The University is clear that engaged work is not a prerequisite for promotion and tenure, but the [report](#) from the Task Force on Future Promotion and Tenure Policies and Procedures notes that faculty engagement with the public and engaged scholarship should be valued and evaluated. Products of such activities should have a high-quality, high-value impact in the community—be it industry, profession, government or other venue—not only in the academy. In the School, engaged scholarship and activities will be recognized for tenure and promotion. Faculty who want recognition for engaged scholarship and/or activities should describe in their statements how the work meets the definition of engagement. Faculty who present engaged scholarship and/or activities as part of their record must also suggest metrics by which the work can be evaluated for significance and impact.

Help is found in the report discussed above as to what qualifies as engaged scholarship. To satisfy the criterion for scholarly research, “engaged scholarship” must meet a rigorous standard such as external funding, peer-reviewed publications and evaluations. Beyond that the University looks to individual units to decide what kinds of scholarship are excellent engaged scholarship.

For promotion and tenure packages, supplemental letters from nonacademic sources attesting to the significance and implemented outcomes of the faculty member’s engaged work may be solicited by the faculty member under review. These letters would not replace the traditional letters from academic reviewers.

New forms of scholarship and professional work. Faculty may have new forms of scholarship and professional work. That work can come in a variety of forms that do not resemble traditional journal articles or monographs. The School recognizes that digitally

published work is not always peer-reviewed prior to publication. Also, faculty often must devote considerable amounts of time to mastering new technologies and methods. Such issues should be explained in the materials submitted by the faculty member under review.

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

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

Overview of the Two Tenure Tracks

Research Tenure Track. This is the traditional academic track. Faculty members with a Ph.D. are in this track by definition unless they have been hired specifically to be in the professional track.

For promotion and tenure, research-tenure-track faculty members are expected to have begun to establish a national, and in some cases international, reputation as scholars; to be outstanding teachers; to have begun establishing a significant service record; and to have begun serving regularly as members, and possibly chairs, of master's and doctoral committees.

Professional Tenure Track. Faculty members in this track must have significant professional experience and significant teaching experience or the promise of excellence in teaching when appointed. Occasionally a faculty member holding a Ph.D. may have had primarily a professional, rather than an academic, career and may be hired into the professional track.

For promotion and tenure, professional-tenure-track faculty members are expected to have begun to establish a national, and in some cases international, reputation in their field of professional work; to be outstanding teachers; to have a significant service record; and to have begun serving regularly as members, and possibly chairs, of undergraduate honors and master's committees.

An individual may not move from one track to the other after the initial appointment.

Scholarship within the Research Tenure Track

In reappointment, promotion and tenure decisions, the following criteria regarding research and publication are applied:

- Faculty members in this track are expected to be productive scholars. Promotion to associate professor with tenure requires evidence that the individual has begun to build a nationwide reputation as a scholar in his or her field. Promotion to full professor requires evidence that the individual has established a national, and in some instances international, reputation in his or her field based on scholarly work.
- Both quality and quantity of publications will be considered in tenure and promotion decisions. No specific number of publications is required.
- The reputation, quality and relevance of the journals in which refereed articles are published are considered, as are the reputation and quality of book publishers. For journals with an established reputation, faculty members can report impact factors and other measures of the journal's reputation. If the journal is more recent or a more niche publication or if the journal is not included in traditional ranking systems, such as Open Access journals, then faculty members are encouraged to present information about the reputation of the journal, including but not limited to the types of scholars who publish in the journal, the audience likely to read the journal as well as other factors that help faculty members demonstrate the quality of the journal and the value of having their work published in the journal.
- Publications in law reviews are considered to be the equivalent of publications in peer-reviewed journals.
- Published research is more important than papers presented at scholarly meetings. While conference presentations are valuable and serve to enhance a faculty member's national and international visibility, all faculty members should plan to convert their conference papers into publications as soon as possible after presentation.
- Collaborative and interdisciplinary work are valued. However, in the case of co-authored work, evaluators often have trouble sorting out the extent of the individual's contribution. For co-authored works, the faculty member must explain the roles of the authors and indicate the significance of author order.
- Faculty members who supervise or coordinate student research, whether part of course requirements or a special project, must clearly explain their role in the final product if they want to list this work as the faculty member's research. If the work is created solely

as part of a class project or paper and was done by students for course credit, then the work should not be listed under the faculty member's research. Rather, this work would be listed under teaching or service. If there is additional work done by the faculty member following the course with students, then the work could be listed under research, but the faculty member should clarify the additional role he or she played in the creation of the new project. It's important for the faculty member to discuss the context in which the work was done and to explain and define clearly the various roles that he or she played in producing any collaborative research involving groups of students or other faculty members.

- Engaged scholarship: Please refer to page 4 of this document under the section Public Engagement for more details on how the University defines engaged research.
- Faculty are encouraged to seek external funding for their research. Such efforts should be noted on their CV and will be evaluated in promotion and re-appointment decisions.
- Reappointment, promotion and tenure require evidence of continuous scholarly productivity. Thus, a gap on a CV — a year or more during which little or no work is published or presented at academic conferences — requires explanation and justification (e.g., the faculty member was working on a book or had undertaken a major administrative or service responsibility). Any such explanation or justification should appear in the faculty member's research statement.

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

- Has the scholarly work been regular, continuous and focused, or sporadic and diffused?
- Has the work been perceived as significant in the field? Is there evidence that the work is having/will have an impact or influence in the field? (Evidence of significance might consist of, among other things, publication in top journals; citation by others; awards; invitations to publish in anthologies, collections and/or books; use by others in classes; appointment of the author to editorial boards and editor positions.)
- Is the work, as a whole, theoretically based and appropriately grounded in existing literature? Is the methodology consistently sound? Are studies well executed? Are conclusions appropriate? Is the writing appropriate for the intended audience?
- Is the work innovative? Does it have the potential to significantly move the field in new directions? Does the work break new ground and advance concepts, ideas or approaches that transcend the ordinary?

Professional Work within the Professional Tenure Track

In reappointment, promotion and tenure decisions, the following criteria regarding professional work are applied:

- Faculty members in this track are expected to regularly engage in professional work appropriate to their areas of professional expertise and interests. This work may include applied research or media products including but not limited to white papers, research and campaign reports, documentary films, books, websites, graphics, video, or photographs. Traditional scholarly research related to the individual's expertise and interests is appropriate. The nature of such work will vary widely depending on the faculty member's field of practice. For example, professional faculty members might publish their work in publications aimed at educators, trade publications, general circulation publications, and/or traditional scholarly journals. They might write textbooks or books targeting particular professional audiences or the general public. They might conduct research that is presented to industry groups. They might write government or corporate policy documents. Or they might create projects or products with media organizations that help to advance the industry/academic dialogue. Likewise, audio, visual and multimedia works might be publicly presented and disseminated in whatever manner and to whatever audience is most appropriate for the work. If the work is proprietary and cannot be reviewed, then it cannot be evaluated and listed as professional work. It could still be considered a service activity. Consulting work must result in a product – a website, video or print publication, for example –to be considered professional work; otherwise it is considered a service activity.
- Faculty members in this track should clearly explain in their CVs the impact of their professional work as it applies to specific issues or problems, such as those within the media or communications industry. Such impact could be quantified, such as numbers of people affected or policies implemented and resulting effects.
- Promotion to associate professor with tenure requires evidence that the individual has begun to build a national reputation in his or her field. Promotion to full professor within the professional track requires a national, or in some cases an international, reputation within his or her field based on professional work.
- Both quality and quantity of the professional work will be considered in tenure and promotion decisions. No specific number of professional projects is required.
- Collaborative and interdisciplinary work is valued. However, in the case of co-authored works or group projects, evaluators often have trouble sorting out the nature and extent of the individual's contribution. For co-authored works and group projects, the faculty member must clarify his or her contribution.

- Faculty members who supervise or coordinate student projects, whether part of course requirements, student group advising or a special program, must clearly explain their role in the final product if they want to list this work under professional work. If the work is created solely as part of a class project or paper and was done by students for course credit, then the work should not be listed under as the faculty member's professional work. Rather, this work would be listed under teaching or service. If there is additional work done by the faculty member, including pre and/or post production work necessary for the successful creation, publication and/or public launch of the project, then the work could be listed under professional work, and the faculty member should clarify the additional role(s) played in the creation of the new project. It's important for the faculty member to discuss the context in which the work was done. Faculty members should clearly explain and define the various roles that they played in producing any collaborative professional work involving groups of students or other faculty members
- The reputation and quality of the venues in which the faculty member's work appears are considered. Quality of published materials may also be evaluated by their ability to win national awards or be accepted by juries for major exhibits. In the case of new or emerging forms of publication or presentation, faculty should provide the metrics by which the work can be evaluated.
- Published works are more important than oral presentations at scholarly, professional or educational meetings and workshops. Works reaching a national or international audience carry more weight than those for regional, state or local audiences. Local or regional material may, however, be upgraded to national stature by the winning of national awards or recognition.
- Engaged professional work: Please refer to page 4 of this document under the section Public Engagement to get more details on how the University defines engaged activities
- Faculty are encouraged to seek external funding for their professional work. Such efforts should be noted on their CV and will be evaluated in promotion and re-appointment decisions.
- Reappointment, promotion and tenure require evidence of continuous professional work. Thus, gaps on a CV — a year or more during which little or no work is published or presented — require explanation and justification (e.g., the faculty member was working on a book or had undertaken a major administrative or service responsibility.)

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

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

General Procedures for Promotion and Tenure

Each year, the School's human resources officer informs the APT Committee which faculty members must be reviewed that year in accordance with the rules described below. Assistant professors must be reviewed in their third year of their initial four-year contract to be reappointed. If they are re-appointed, they must be reviewed in their sixth year for tenure unless they have received an extension of their probationary appointments as provided in the *Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill*. Tenured faculty are reviewed every five years. Procedures for reviews are outlined below.

Faculty members who wish to be reviewed earlier than their mandatory date must convey that request to the committee's chair along with a current C.V. The committee then decides if it wants to review the faculty member's entire tenure/promotion package in consultation with the dean. Faculty in the tenure track can request to have the tenure process lengthened in cases such as parental or maternity leave or for other reasons that fall within the University's policies for extending the period of probationary appointment (see Section 2.c.6.iii in *Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill*).

Five full professors and four associate professors, appointed by the dean and representing both tenure tracks, serve as the School's Committee on Appointments, Promotion and Tenure (hereafter referred to as "the committee"). They serve three-year staggered terms. The dean names one of the full professors to chair the committee. The committee examines the records of faculty members being considered for reappointment, promotion and tenure and makes recommendations for the appropriate action to the tenured associate professors and/or professors in the School. Only the full professor members of the committee participate in the

evaluation of individuals being considered for initial appointment as full professors, associate professors being considered for promotion to full, or full professors undergoing post-tenure review.

Six members of the committee constitute a quorum, and actions are by secret ballot vote of those present and voting. The recommendation of the committee goes to the faculty for consideration and vote. Tenured associate and full professors can vote on appointment or promotion of a candidate to the rank of associate professor with tenure, but only full professors can vote on decisions about full professors. Votes are to be counted by rank, and any no votes or abstentions must include a justification for that vote to assist the dean in documenting the vote to the provost and the University's APT Committee. Assistant professors vote only on initial appointments.

In accordance with University policy, faculty members who are in phased retirement retain their professorial rank and may continue to vote on tenure and promotion decisions accordingly.

Aggregate vote tallies of the committee and the tenured associate professors and/or professors become part of the record and recommendation. Actions by the faculty are advisory to the dean. The dean makes the final decision.

The committee's review process. Faculty members under review must give the committee a current CV and other materials listed in the section below entitled "How to Prepare Dossiers for Promotion and Tenure Decisions." The chair of the committee will contact faculty members to be reviewed and provide dates that materials must be submitted. The calendar for the committee's review process will also be coordinated with the School's dean and the School's head of human resources.

The committee chair appoints committee members to conduct thorough reviews of the CVs, publications, other relevant materials and reflective/explanatory statements. In their statements, faculty members under review should be sure to include their self-assessment and critical evaluation of their work, along with quantification or verification of the impact of their teaching, research/professional work or service.

The dean arranges to have external reviewers read the materials in the tenure or promotion package and write letters of evaluation. The committee does not take any action until it has received external letters and the reports of its members. The committee then forwards its recommendation and vote to the tenured associate professors and/or professors for their recommendation.

When a faculty member requests early consideration and the dean concurs, the committee examines the CV and votes on whether that record warrants further review. If the committee decides a full review is warranted, the chair will ask the faculty member for reflective/explanatory statements and copies of publications and ask the dean to seek external

letters of evaluation. This action does not signify that the committee has decided to recommend the faculty member for promotion or tenure. The committee then proceeds as described above.

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

A minimum of four letters is required, and all must be from outside UNC-Chapel Hill and from individuals independent of the candidate. They must not be from individuals who have been directly involved with the candidate, including, but not limited to, collaborator or co-author, mentor, previous co-worker or dissertation chair. Letters may be from individuals who know the candidate through coincidental national interactions. Two must come from a list of names provided by the candidate and two from individuals selected by the dean. Ideally, all of the letters should come from UNC-Chapel Hill peer institutions. There are several lists of UNC peer institutions, and they are located [here](#). In addition, the University recognizes that a specific school or program might have peer schools or programs that are not on any of the University lists. If an external reviewer is selected from such an institution, the dean's letter to the University must explain why the reviewer's school or program is a UNC-Chapel Hill peer school or program.

In addition to the minimum of four, any number of additional letters from any source may be submitted. These may be from individuals within UNC-CH or from former colleagues, collaborators or mentors, both inside and outside of the academy.

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

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

Assistant professor — appointment and reappointment

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

The committee chair will appoint committee members to conduct thorough reviews of the faculty member's research/professional work, teaching and service. Those committee

members will write a brief report on the faculty member's performance in all three areas of endeavor (research or professional work, teaching and service). The full committee will review and approve the report, which will then be forwarded to the dean and the assistant professor being reviewed.

The committee makes a recommendation to the tenured faculty, whose vote is a recommendation to the dean.

The dean, who makes the decision about reappointment, and the chair of the committee will then meet with the assistant professor to discuss the report. The review should serve as a guide to the nontenured faculty member as to his or her strengths and weaknesses, but a positive report is not to be construed as an indication that tenure eventually will be granted.

The reappointment is at the rank of assistant professor (without tenure) for a second probationary period of three years—commencing at the end of the initial, four-year term. In the event that the third-year review is negative and the dean decides not to reappoint the faculty member, the faculty member's employment with the University terminates at the end of the initial four-year appointment. The faculty member has recourse to question the nonreappointment according to Section 4 of the *Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill*.

Promotion to associate professor

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

Promotion to full professor

Tenured associate professors are expected to continue to make significant contributions to their fields in anticipation of being promoted to full professor. In the School, faculty members in the professional tenure track can be promoted to full professor. Occasionally a distinguished professional career may justify initial appointment as a full professor with tenure.

There is no fixed length of time an associate professor must be in rank before he or she can be considered for promotion to full professor. To be reviewed for promotion to full professor, the faculty member must submit his or her current CV to the promotion and tenure

committee. The committee will review the CV to determine whether the faculty member is ready to be reviewed for promotion.

If the committee decides that the faculty member's record merits consideration for promotion to full professor, that decision does not signify that the committee has decided to recommend the faculty member for promotion but simply that it feels a full review is warranted.

The committee will conduct a full review in the manner described in the section on the committee's review process.

If, as a result of the full review, the faculty member is not promoted to full professor, the committee will review the record again later at the request of the faculty member. It is expected that a subsequent request would occur when the faculty member's record merits reconsideration.

Initial appointment as full professor

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

Initial appointment as associate professor

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

In most cases, an initial appointment as associate professor is without tenure and for a probationary five-year term. Anytime between 18 months after the initial appointment and before the end of five years, the School must decide and communicate in writing to the associate professor whether he or she will be reappointed. That decision will be on the basis of a thorough review conducted in the manner described above, including external letters of evaluation. A decision to reappoint at the rank of associate professor confers tenure.

The time period to be reviewed

In all cases, the internal and external reviews of a faculty member's work should focus primarily on work done at UNC since the initial hire or since the previous review. However, the faculty member's entire record, including work done at other institutions, should be considered.

Post-tenure review

Every five years after being awarded tenure, each faculty member must undergo post-tenure review to examine all aspects of a faculty member's academic performance. The goal of the review is to promote faculty development, ensure faculty productivity and provide accountability, as indicated in the UNC-Chapel Hill policies on academic personnel. If the faculty member is being considered for promotion to the next rank in the same year of his or her mandated post-tenure review, then the review for promotion constitutes the post-tenure review. Individuals may ask to be considered for promotion rather than complete the post-tenure review and should make the request at the beginning of the academic year.

A one-year delay of the post-tenure review is allowed at the faculty member's request and with permission of the dean and approval from the Executive Associate Provost. All requests must be in writing and specify the compelling reason for the delay.

For post-tenure review, faculty members must submit an updated CV and other materials listed in the section below entitled "How to Prepare Dossiers for Promotion and Tenure Decisions." The statements should include plans for future work.

Evaluation of an associate professor's or full professor's dossier for post-tenure review should take into consideration the work that the faculty member has done in significant administrative roles for the School. This is in line with the provost's [document](#) on post-tenure review which states on page 3: "The post-tenure review process should be flexible enough to acknowledge different expectations in different disciplines and changing expectations at different stages of faculty careers. . . . If a faculty member's responsibilities do not include teaching, research and public service, but instead focus primarily on one or two of these areas, the review shall take this allocation of responsibilities into account."

The School's Committee on Appointments, Promotion and Tenure will constitute the post-tenure review committee, and all members will complete web-based training on how to conduct post-tenure reviews. The training is available from the Provost's office via an email reminder to units.

The committee members will review the post-tenure materials and produce a written report to the dean on the faculty member's accomplishments and plans. The dean and the committee chair review the report with the faculty member and make the report part of the permanent employee record. The faculty member is given the opportunity to provide a written response, if so desired, and that response becomes part of the employee record.

The post-tenure review process should identify and recognize outstanding performance. If the committee and dean find that the faculty member's progress is not adequate, however, the dean should propose a development plan for improvement. A development plan should be created jointly by the faculty member being reviewed and the dean on the basis of the committee's evaluation and recommendations. Specific actions and timeline should be included. More information on producing and monitoring such plans can be found in the

provost's [document](#) on post-tenure review. Failure to complete a plan of action successfully and continued deficiencies could result in disciplinary action or dismissal per University policy.

Appointment as instructor in the research or professional tenure track

While this designation is usually applied to someone hired to teach one course, this rank is also appropriate for someone appointed to the faculty with the expectation that he or she will progress to the rank of assistant professor. That is the case with a person appointed to the research tenure track (described earlier in this document) before completing the Ph.D. or to the professional track before completing a master's degree. The initial appointment is for a probationary one-year term, and the dean may reappoint the faculty member for three additional successive one-year terms. The dean may deny reappointment to an instructor who does not meet the deadline for completion of the master's degree or Ph.D.

Review beyond the School

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

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

How to Prepare Dossiers for Promotion, Tenure and Post-Tenure Review Decisions

This section lists materials that must be submitted to the School's promotion and tenure committee and to the dean by the tenure-track or tenured faculty member seeking a reappointment, tenure, promotion or post-tenure review decision. It is the responsibility of the candidate to collect and submit the materials needed for the dossier.

For the committee

The School's committee requires the following materials to be submitted to the chair of the committee in electronic pdf form.

1. CV

- These are the University's guidelines on how to prepare a CV:
<https://academicpersonnel.unc.edu/faculty-policies-procedures-guidelines/faculty-appointments/tenuretenure-track-appointments/dossier-format-for-tenure-track-or-tenured-faculty-review/>
- It's important to have the categories in the correct order, but it is recognized that the CV bibliography categories listed on the provost's website may require some modification for professional-track faculty members, especially those whose work is not print-based. Within each category, items should be listed in reverse chronological order.
- CVs should **not** include age, date of birth, marital status or Social Security number.
- Academic positions should be separate from professional positions.
- When listing research or professional work, be sure to show author order and include inclusive page numbers.
- Under teaching activities, list courses taught since initial appointment or since the last review. Also, list names and project titles of graduate students supervised and their completion dates. List undergraduate honors projects, too.
- Put the date and a page number on each page of the CV.
- Edit the CV carefully.

2. Teaching statement

3. Research/creative activity statement

4. Service statement

These statements are a faculty member's opportunity to speak to the School's promotion and tenure committee, the dean, the outsider reviewers and University officials about why he or she deserves a positive review. The faculty member should use the statements to explain his or her work, its purpose and its value. There is no prescribed format or list of topics that must be addressed. However, statements should document the impact of the faculty member's work. Also, this is the place for a faculty member to explain explicitly what he or she is doing to remedy a teaching problem or to explain why there is a gap in the individual's research or creative activity record. Each statement should be no more than three single-spaced pages and should include details about engaged activities and a paragraph or two about plans for future work.

5. Teaching materials

- Most recent syllabus for each course taught.
- A separate summary course evaluation chart for each course taught since the initial appointment if the faculty member is untenured or since the last review in other cases. Course evaluation summaries are given to faculty members after each semester and also are in each faculty member's personnel file in the Dean's Suite. For each section of each course taught during the period being reviewed, provide the mean score for the overall evaluations of both the instructor and the course. For each section of each course, please note how many students were enrolled in that course and how many completed the evaluation. Also, please note the range of possible scores – for example, the scores can be from 0 to 4 with 4 being the highest. Or 5 might be the highest. This has changed periodically. Finally, paste all the student comments into a Word document.
- All peer teaching observation reports. Pre-tenure teaching should be reviewed during the first year of appointment and then prior to any review (third year and tenure). This can be done more often if the faculty member has had problems and is working to resolve them. The faculty member should receive a copy of each review.
- Anything else the faculty member thinks is relevant – for example, list of awards students have won for work done for class or number of student papers accepted at conferences.
- Research/professional work portfolio. The work should be delivered electronically if feasible.

For the Dean

The dean requires electronic pdfs of the following to send to the external reviewers:

- A CV that complies with University requirements.
- Research/professional work, teaching and service statements.
- Copies of representative publications or other work. The candidate should select, most likely in consultation with mentors, at least five works that the candidate thinks are his or her best. The candidate should submit five physical copies of any works that cannot be submitted electronically.
- The dean will arrange with writers of external letters to provide letters in electronic pdf form if possible.

Timeline

This is the usual sequence of steps in the process:

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

FIXED TERM FACULTY POLICIES AND PROCEDURES

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

Initial appointments can be made either through a targeted hire or a national search. The latter would be conducted in the same manner as a search for a tenure-track position. The dean would determine the method of hiring.

Appointments and reappointments may be made for one to five years. The expectation is that fixed-term faculty at 1 FTE will teach a 3-3 load, unless assigned other service duties by the dean. Faculty at .75 FTE will teach a 3-2 load or at .5 FTE three courses in an academic year. Courseload could change depending on other assignments made by the dean.

Lecturer titles **cannot** have modifiers such as clinical, research or adjunct. The following guidelines and policies apply to the three levels of lecturer appointments:

- the individual primarily will be engaged in teaching activities;
- appointments are made to address instructional needs;
- tenure may **not** be acquired in the lecturer rank.

Definitions of Rank

Lecturer

In the School, the title lecturer applies to fixed-term faculty and is the initial appointment for the lecturer ranks.

Senior Lecturer

Senior lecturer applies to a fixed-term faculty member who has been promoted from the rank of lecturer after six or more years of service as a lecturer at UNC-Chapel Hill or at a peer institution.

Teaching Professor

Teaching professor applies to a fixed-term faculty member who has a minimum of six consecutive years' full-time (i.e., 1 FTE) service as a senior lecturer. A lecturer is not eligible to be promoted directly to the rank of teaching professor.

Professor of the Practice

Professor of the practice is a title conferred to an individual with an exceptional and distinguished professional career who would make substantial contributions primarily in the

practice area by virtue of his or her experience and because of his or her continued engagement with the media industries. The University and the School define professor of the practice as “a senior field-specific expert whose contribution to teaching, research, or service upon joining the University community has its foundation in a prior career of distinguished non-academic achievement. It is not appropriate to employ the rank distinctions ‘associate’ or ‘assistant’ with this appointment.”

Research Professor

Research professor is a title used for an individual who holds an earned Ph.D. and whose primary responsibility in the School is research although such an appointment does not preclude secondary involvement in teaching, student advising or administrative activity. An individual appointed as a research professor is expected to have a record of research accomplishment and to contribute significantly to the School’s research mission. The appointment may be part-time or full-time and for fixed terms of one to five years.

Committee on Fixed-Term Faculty

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

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

Appointment, Reappointment and Promotion

Initial Appointment as Lecturer or Senior Lecturer

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

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

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

For the initial appointment of both lecturers and senior lecturers, the Committee on Fixed-Term Faculty will review the dossier, interview the candidate, and make a report to the

faculty as to the candidate's qualifications for appointment. All fixed-term and tenure track faculty members at or above the rank of the appointment, will vote, recorded by rank, and report the votes to the dean, who will make the final decision. An initial appointment can be one to five years. Normally, initial appointments will be for three years. One-year appointments usually will be used for visiting lecturers, while five-year appointments may be made by the dean if he or she determines it is important to do so for recruitment.

Reappointment as Lecturer, Senior Lecturer or Teaching Professor

Individuals are reviewed as outlined below no later than four months prior to the end of their initial appointment. Fixed-term faculty with one-year appointments would be reviewed at least every three years but no later than every five years of consecutive annual appointments. Individuals being reviewed should provide to the chair of the Committee on Fixed-Term Faculty:

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

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

Promotion to Senior Lecturer

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

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

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

Promotion to Teaching Professor

For promotion to teaching professor, an individual must have been at the rank of senior lecturer full time (1 FTE) for a minimum of six consecutive years. The candidate should provide to the chair of the Committee on Fixed-Term Faculty:

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

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

Initial Appointment of Professor of the Practice

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

For an initial appointment, the candidate must provide:

- a current CV;
- evidence of a distinguished career in the profession appropriate to the appointment;
- teaching evaluations if available from previous teaching assignments;
- two external letters of recommendation attesting to the individual's qualifications and additional materials, such as publications, nominations for teaching awards or grant applications.

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

Reappointment as Professor of the Practice

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

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

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

Initial Appointment as Research Professor

To be appointed as a research professor in the School, an individual must hold a Ph.D. and have a record of significant research accomplishment. In most instances, a research professor will already have or will be in the process of obtaining external funding for his or her research activities. These appointments can be .25 to 1 FTE.

For an initial appointment, the candidate must provide:

- a current CV;
- evidence of research achievement, including, but not limited to, publications, papers and grants;
- a minimum of two external letters of support.

The Committee on Fixed-Term Faculty will review the dossier, interview the candidate and make a report to the tenured faculty as to the candidate's qualifications for appointment as research professor. The faculty members will vote, recorded by rank, and report the votes to the dean, who will make the final decision. The dean will determine the length of the appointment of one to five years.

Reappointment as Research Professor

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

- an updated CV;
- a statement on and evidence of significant research accomplishments;
- if applicable, documentation of excellent teaching, service or other activity.

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

Moving From the Tenure Track to A Fixed-Term Position

A faculty member who wants to move from the tenure track to a fixed-term position must first notify the dean. The request must be voluntary on the part of and initiated by the faculty member. A faculty member considering such a move can consult with mentors, other faculty members and the dean but not with members of the School's APT Committee. Such a request cannot be made once the faculty member has submitted his or her package for review for promotion and tenure.

Once a faculty member requests a move to a fixed-term position, the dean will refer the matter to the Committee on Fixed-Term Faculty to review the faculty member's full record. The Committee on Fixed-Term Faculty will make its recommendation to the dean, who will decide the matter. If the committee makes a recommendation supporting the move, it will recommend an appropriate fixed-term rank for the faculty member. It will apply the School's policies on fixed-term faculty as delineated in this document.

If the dean approves the move, it also must be approved by the provost's office and the University attorney's office. They will require a copy of the faculty member's CV and a letter from the dean explaining the reason(s) for the move. This action also requires review and approval by the Equal Opportunity/ADA office.

A faculty member can move between a fixed-term and a tenure-track position only once.

Moving From a Fixed-Term Position to the Tenure Track

In the case of a faculty member requesting a move from a fixed-term position to the tenure track, the dean will appoint a committee, equivalent to a search committee, to review the individual's teaching, creative/research activity and service records. The committee will arrange an interview procedure similar to that for hiring into a tenure-track position as outlined earlier in this document. The individual would be required to make teaching and research/creative presentations. According to University policy, at least two external letters are also required.

The committee will make its recommendation to the tenured faculty who will vote, with votes recorded by rank. The vote will serve as a recommendation to the dean, who will decide the matter.

If the individual is requesting to move into the tenure track with tenure, that step would be considered only if the review committee recommends the move. Then the individual would be required to complete a full package, including teaching, service and research/creative activity statements as outlined in promotion guidelines earlier in this document. The package would go to the School's APT Committee for a recommendation on whether to grant tenure. The individual's package would be sent out for external review as with any promotion and tenure decision. The APT Committee's report would go to the tenured faculty for a vote on the move, the rank and tenure. The vote would be recorded by rank.

If the dean approves, the move also must be approved by the provost's office, the University attorney's office and the UNC Board of Trustees. They will require a copy of the faculty member's CV and a letter from the dean explaining the reason(s) for the move. This action also requires review and approval by the Equal Opportunity/ADA office.

A faculty member can move between a fixed-term and a tenure-track position only once.

MENTORING OF FACULTY

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

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

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

Mentor responsibilities. Mentors should be knowledgeable of the School's promotion and tenure guidelines, especially the requirements at the third-year review. They should guide new hires in developing strong CVs that explain their work qualitatively and quantitatively.

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

Assignment of Mentors

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

- Each new assistant professor or associate professor without tenure is assigned two mentors, at least one from the assistant or associate professor's own field or a closely related field. Both mentors must be tenured faculty members and, if possible, one should be a full professor. If the new faculty member is in the School's professional track, at least one of the mentors must be in the professional track also. For new faculty members in the research track, both mentors should be from that track whenever possible.

- Each newly hired associate professor with tenure or full professor should be assigned at least one peer mentor to assist him or her in the transition to UNC-CH. The mentoring coordinator should consult with the new associate or full professor to identify the most appropriate peer mentor.
- Each newly promoted associate professor may request a mentor to provide advice and guidance about the process of promotion to full professor.
- Each new lecturer is assigned one mentor. The mentor for a new lecturer should be a senior lecturer or experienced lecturer.
- New senior lecturers and professors of the practice should be assigned peer mentors to assist them in the transition to academia and/or UNC-CH. The mentoring coordinator should consult with the new faculty member to identify the most appropriate peer mentor.

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

Tips for Mentors

- Mentors should meet prior to meeting with the mentee to determine the focus of conversations so that they are united in the advice shared. Individual mentors have differing backgrounds and could give differing advice separately.
- Be in contact (in person, email, phone) at least once a month with your mentee. Meet in person two or three times per semester.
- At your first meeting, discuss what each of you expects from the mentoring relationship. Remember your mentee may have more than one mentor, so he or she may want you to focus on particular aspects of his or her professional development.
- Exchange CVs with your mentee to stimulate discussion about career paths and possibilities.
- Assist your mentee to develop short- and long-range professional plans, e.g., a research or creative activity agenda or teaching development plan.
- Ask about and celebrate accomplishments. Encourage your mentee to inform the dean about major accomplishments (e.g., publications, awards, invitations) or do it for your mentee.
- Offer to read your mentee's manuscript drafts, syllabi, etc. Provide positive and constructive criticism and feedback.
- Use your knowledge and experience to help your mentee understand how the School and University operate.
- Help your mentee network in the School, on campus and in the discipline. Introduce him or her to colleagues.

- Discuss annual performance reviews, third-year reviews, promotion and/or tenure reviews with the junior faculty member, e.g., how to prepare, what to expect. Volunteer to review drafts of the documents your mentee must submit for reviews.
- Assist the junior faculty in exploring the institutional and school culture, e.g., What is valued? What is rewarded?
- Share knowledge of important university and professional events that your mentee should or might want to attend.
- Improve your skills as a mentor by attending mentoring workshops, reading about mentoring and discussing mentorship with colleagues.
- Let the academic dean know as soon as possible if you have any concerns about the mentoring relationship.

Tips for Mentees

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

FACULTY WORKLOAD POLICY

(Previously adopted by the faculty on April 2, 2004, amended March 2008, affirmed September 2014.)

Teaching

It is the goal of the School to distribute teaching and academic advising responsibilities equitably to all faculty members. For all faculty members except a few with special administrative or other responsibilities, the teaching workload is five courses per academic year for those in the Professional Tenure Track and four courses per year for those in the Research Tenure Track. The two tracks are explained in detail in the School's Policies and Procedures Manual for Tenure Track and Fixed-Term Faculty. Faculty members with major service or administrative responsibilities in the School or University can negotiate with the dean for an appropriate reduction in the annual teaching load. Faculty members who receive salary support from an external source may have their teaching load reduced in a manner proportionate to the level of salary support.

Specific policies on the altering of teaching loads via course buyouts, course overloads and banking, research and study assignments (leaves), and course releases are presented below.

Faculty who wish to teach courses or workshops in other schools or the college within UNC-CH, at the Friday Center, or for other universities must seek approval from the dean. Teaching in the University's Summer School is also optional and for extra compensation. Those assignments are made by the senior associate dean for undergraduate studies in consultation with faculty and based on the needs of the School. The senior associate dean for graduate studies is consulted for any summer graduate courses. Faculty receiving compensation for activities outside the School and UNC-Chapel Hill must complete the appropriate forms.

Faculty are expected to hold regular office hours and post those office hours and make them known to students on syllabi and the School directory. All faculty members serve as mentors and coaches to undergraduate students and are expected to be available to students during advising and registration periods each semester. Faculty members advise graduate students, and all research-track faculty members have an obligation to chair and serve on doctoral and master's committees. Professional-track faculty members have an obligation to chair and serve on professional master's committees. Advising M.A. and honors theses and Ph.D. dissertations is an especially labor-intensive activity that is expected of all faculty members.

Research, Scholarship and Creative Activity

Expectations for the two tracks are explained in more detail in the School's Policies and Procedures Manual for Tenure Track and Fixed-Term Faculty.

Tenured faculty members in both tenure tracks are expected to continue research, creative activity, applied research and/or engaged work. Their records are considered as part of reappointment, promotion and post-tenure review.

Service and Administration

Except for new faculty members in their first semester or year, all faculty members are expected to share in the service functions of the School. The dean assigns these responsibilities annually with the intent of distributing responsibilities equitably and capitalizing on special talents among faculty members. This service includes serving on committees, advising student organizations and participating in other appropriate ways. Faculty service does and should extend beyond the School; faculty members have an obligation to serve on University committees and participate in multidisciplinary and University service, as well as participate actively in professional and academic organizations.

Procedure

Teaching responsibilities and committee memberships in the School are assigned by the dean, who consults with individual faculty members. The dean also meets annually with individual faculty members, especially those in lower ranks, to discuss research and creative activity progress. Faculty members who seek course reductions because of grants, leaves or other activities must consult with and receive approval from the dean.

Each semester, the senior associate dean for undergraduate studies, who develops the course schedule, with the assistance of the senior associate dean for graduate studies, reviews with faculty members their student evaluations and specific course assignments.

COURSE BUYOUTS POLICIES AND PRACTICES

(Revised Sept 2018, Affirmed by Faculty 2 Nov 2018)

Course Buyouts

Course buyouts are available to tenure-track faculty only. The buyout rate for one course is 15 percent of the faculty member's 9-month annual salary, or \$15,000 whichever is less. Funding received from a course buyout offsets the salary of the faculty member and may not be used as a supplement to their salary.

Funding from professorships cannot be used to fund course buyouts.

Please note that course buyouts, course releases, and course banking do not constitute leaves that relieve faculty from scholarly/creative, service, or other teaching or advising obligations.

Procedure

For purposes of planning, please consult with the Academic Dean at the first possibility of a course buyout opportunity, ideally one academic year before the requested semester of buyout. This preliminary consultation allows the Academic Dean to consult with the Dean and other members of the school's leadership in preparation for a formal course buyout request.

To formally request a course buyout, submit a Course Buyout Approval form to the Dean as soon as funding for the course buyout is secured.

Course buyouts are not considered approved until this form has been signed by the Dean and returned to the requesting faculty member. Signed forms will be distributed to the Academic Dean, Senior Associate Dean for Undergraduate Studies, Senior Associate Dean for Graduate Studies, Senior Associate Dean for Strategy and Administration, Director of Human Resources and other appropriate accounting and grants coordinators.

COURSE OVERLOADS RELATED TO COURSE SIZE POLICIES AND PRACTICES

(Revised Sept 2018, Affirmed by Faculty 2 Nov 2018)

Course Overloads Related to Course Size

All undergraduate courses in the School of Media and Journalism should have a minimum enrollment of at least 10 students for undergraduate courses or 4 students for graduate courses. Courses that do not meet this minimum for two consecutive courses offerings can be taught as an overload, that is, in addition to the faculty member's regular course assignments. The faculty member will earn no additional compensation for this type of overload. That overload will not count toward the teaching leave policy.

Faculty members whose courses do not enroll the minimum 10 students for two consecutive course offerings will be assigned an additional course that has at least 10 students. If this assignment is not possible in the semester of the overload, then an additional course will be assigned the following semester.

A course with fewer than 10 students taught by an adjunct or instructor for two consecutive course offerings will be dropped from the School's offerings, possibly with no replacement course offered.

If the low-enrollment course is a requirement for graduation with no other options for completion of the degree, the course will be taught once every academic year until it can be phased out of graduation requirements.

COURSE BANKING AND OVERLOADS POLICIES AND PRACTICES

(Revised Sept 2018, Affirmed by Faculty 2 Nov 2018)

Course Banking and Overloads

All tenure track faculty members at the MJ school have the option to teach overloads so that they may take one semester off from teaching in the future. An overload is considered to be two (2) extra courses above their normal course load. These extra classes must be taught in the regular academic year, and not during summer or special break sessions.

The semester release must be used within one academic year of the overload being completed. Faculty members are expected to maintain research and creative activity and perform service duties such as serving on a committee, advising students, and other assignments that may be handled remotely.

If several faculty members request teaching leave at the same time, the School reserves the right to delay some of those leaves.

It is not possible to bank course releases received from administrative appointments.

If a faculty member banks courses as course overloads and then leaves the university prior to receiving the planned course releases, the faculty member will receive no compensation for the unused course releases.

Procedure

If requesting a course overload or course banking, the faculty member must submit a Course Release Approval form to the Dean one academic year in advance of the proposed overload so that arrangements may be made to accommodate the overload schedule.

The faculty member will work with the Academic Dean to determine overload schedule and dates for leave.

Course overload/banking plans are not considered approved until this form has been signed by the Dean and returned to the requesting faculty member. Signed forms will be distributed to the Academic Dean, Senior Associate Dean for Undergraduate Studies, Senior Associate Dean for Graduate Studies, Senior Associate Dean for Strategy and Administration, the Director of Human Resources, and other appropriate curriculum coordinators.

COURSE RELEASES POLICIES AND PRACTICES

(Revised Sept 2018, Affirmed by Faculty 2 Nov 2018)

Course Releases

Course releases are provided to faculty who serve in an administrative position in the school. Two course releases per year are given to the Senior Associate Dean for Graduate Studies, Senior Associate Dean for Undergraduate Studies, and the Academic Dean. Other administrative appointments receive one course release per year as noted in their appointment letters.

Please note that course buyouts, course releases, and course banking do not constitute leaves that relieve faculty from scholarly/creative, service, or other teaching obligations.

Procedure

For purposes of planning, please consult with the Academic Dean at the first possibility of a course release request, ideally one academic year before the requested semester of release. This preliminary consultation allows the Academic Dean to consult with the Dean and other members of the school's leadership in preparation for a formal course release request.

To request a course release not provided by an administrative appointment, a Request for Course Release form must be completed and submitted to the Dean for approval. Unless a course release is negotiated during the hiring process, course release requests should be made one academic year before the requested semester of release.

Course releases are not considered approved until this form has been signed by the Dean and returned to the requesting faculty member. Signed forms will be distributed to the Academic Dean, Senior Associate Dean for Undergraduate Studies, Senior Associate Dean for Graduate Studies, Senior Associate Dean for Strategy and Administration, Director of Human Resources, and other appropriate accounting and grants coordinators.

RESEARCH AND STUDY ASSIGNMENTS (RSAs) POLICIES AND PRACTICES

(Revised Sept 2018, Affirmed by Faculty 2 Nov 2018)

Research Study Assignments through the MJ school (RSAs)

Pre-tenure Faculty RSAs:

Research and study assignments (RSAs) are one-semester leaves covering two course releases and are available to untenured assistant professors who have gone through a successful third year review.

In accordance with [University policy governing research and study leaves](#), RSAs “must be taken before the initiation of a recommendation concerning tenure (“initiation” is defined as the date on which the unit head informs the next level of authority as to the nature of the recommendation concerning tenure).”

A faculty member also cannot receive a stipend for administrative work when on a RSA. The University policy states: “Administrative stipends are removed when a faculty member goes on any type of leave.”

Faculty members are not typically assigned a graduate assistant during the leave. The faculty member is obligated to return to the university and complete one full year of service after receiving an RSA.

A full report of the work completed in fulfillment of the project outlined in the approved RSA application must be submitted to the Academic Dean within three months following the end of the leave to fulfill university requirements. If, during the course of the RSA, the faculty member is unable to complete the project for any reason, the person must report that inability immediately to the Dean and Academic Dean in writing.

Pre-tenure Faculty RSA Procedure

For pre-tenure faculty, consult with the Academic Dean upon submission of the 3rd year reappointment package (beginning of 3rd year review) and plan to formally apply for an RSA after a successful reappointment vote within the MJ-school. Likely pre-tenure faculty RSAs will occur in the spring semester of the faculty member’s 4th year or the fall semester of the faculty member’s 5th year. If more than one faculty member requests an RSA for the same semester, the Academic Dean will consult with the Dean to make a decision on timing of leave that is best for the School and the individuals involved.

If requesting an RSA the faculty member should complete a Research and Study Assignment Approval form and attach a 1-2 page description of the research or project that the faculty

member plans to work on during the leave; and the reasons that the release from teaching and administrative responsibility during the leave is necessary to complete the research or project.

When considering applications to secure a school-sponsored research and study leave or a school nomination to a competitive university research and study leave, please note that the school expects a faculty member's advising duties to continue for instances when the leave occurs while their advisee is enrolled in thesis (senior honors or masters) or dissertation credits. Therefore, please indicate plans to address advising relationships with any students fitting this situation in the application to the school.

Requests should be sent to the Academic Dean, who consults with the Senior Associate Deans in the School to consider the request to allow the teaching needs as well as the best time for the leave-to be considered. The Dean will make the final decision based on the recommendation of the Academic Dean.

RSAs are not considered approved until this form has been signed by the Dean and returned to the requesting faculty member. Signed forms will be distributed to the Academic Dean, Senior Associate Dean for Undergraduate Studies, Senior Associate Dean for Graduate Studies, Senior Associate Dean for Strategy and Administration, the Director of Human Resources, and other appropriate curriculum coordinators.

When approved, the faculty member must also complete the University Faculty Leave Notification form available at <http://academicpersonnel.unc.edu/faculty-policies-procedures-guidelines/compensation-and-pay/research-study-leaves/>, or through Debra McLaughlin.

FACULTY SALARY POLICY POLICIES AND PRACTICES

(Passed unanimously at a faculty meeting on Sept. 20, 1996, affirmed January 2013.)

The School is committed to conducting fair evaluations of faculty members with criteria applied evenly and to ensure that salary allocations are justified on the grounds of merit and/or equity.

1. The dean determines faculty salaries in the UNC-Chapel Hill School of Media and Journalism by taking into account the following factors:
 - a. Both long- and short-term indicators of merit;
 - b. Multiple criteria of merit, including scholarship, teaching, service, innovation, creativity and participation in the life of the School as evidenced in materials such as the faculty members' curriculum vitae and teaching evaluations;
 - c. Attention to actual salary levels, not only percentage amounts of increases;
 - d. Inequities resulting from changing market conditions, inadequate funding, discrimination (if any), compression because of disparity between internal rates of increase and competing offers, and inappropriate disparities arising from other sources;
 - e. For faculty members who also serve as administrators, such as associate deans or chairs of special programs, excellence in performance of administrative duties with regard to the portion of salary not attributable to regular faculty duties;
 - f. No discrimination on the basis of tenure track, be it Research or Professional Practice track.

The faculty will elect a committee of four faculty members who will serve two-year staggered terms to begin on July 1 of each year. The committee will elect its own chair. Representation will come from full, associate and assistant professor ranks.

2. The committee has these functions:
 - shall ensure that the written salary policy is on file and is available for convenient review by the faculty.
 - will receive from the dean a list of all faculty members, their salary increases and percentage increases for the current fiscal year. This happens as soon as possible after raises have been approved.
 - may review salary increases and may consult the dean about any trends that do not appear to follow the written salary policy.
 - after consultation with the dean may indicate to the dean any perceived inconsistencies but will not serve as an in-house grievance committee.

- will keep on file up-to-date information about salaries at peer universities and in the College of Arts & Sciences and other professional schools on the UNC-Chapel Hill campus.
3. The committee and the dean invite faculty members to submit at any time comments and recommendations on the overall salary policy. Formal and informal discussion are appropriate in regard to development and refinement of the School's faculty salary policy.
 4. At the faculty meeting where committee members are elected each year, the faculty will review the written faculty salary policy to determine whether revisions in the policy are needed to ensure that it remains consistent with general faculty salary principles in effect within the University as a whole. In the interim the dean and the committee may consult to determine whether changes in the School policy are needed. Suggestions will be brought to the faculty. Any revisions in the policy will be voted on by the faculty.
 5. Each faculty member is encouraged to discuss with the dean on an individual basis his or her progress relating to merit factors. Any faculty member who has a specific complaint about his/her salary adjustment should follow the established University grievance procedure.

Addendum

The N.C. General Assembly determines pay raises for state employees (including university faculty and staff) as part of its budget process. This is supposed to happen by July 1 each year, but it is often later. The UNC Office of the President directs individual campuses about raises, and the UNC-Chapel Hill Provost tells the dean how much money is available for raises that year. The dean determines raises in accordance with the principles stated above and in consultation with the academic dean and associate dean for business and finance and reports those raises to the provost. When those raises have been approved by the provost, the dean informs faculty members by letter.

After that notification, the dean meets with the advisory committee to advise them of the raises and how they were determined.

PROFESSORSHIP DESIGNATIONS POLICIES AND PRACTICES

(Approved by the full professors on December 8, 2016)

There are three categories of professorships that are affected by this policy statement.

NATIONAL PROFESSORSHIPS

The Dean will recommend to the assembled full professors that a professorship will be opened for a national search in the following 3 circumstances:

1. Knight Chairs that will require a member of industry.
2. Eminent professorships with full salary and benefits.
3. Professorships where requirements fit no current member of the faculty.

TERM PROFESSORSHIPS

The Dean will recommend the individual appointed to term professorships of 1-3 years to the assembled full professors. A simple majority will affirm the Dean's recommendation.

If a majority is not achieved, the Dean will listen to feedback and then return to the full professors with a response.

INTERNAL DISTINGUISHED PROFESSORSHIPS

Internal Distinguished professorships are given to an individual for the long-term. When an open professorship occurs, the following procedure will be followed.

1. The Dean will announce the availability of a professorship and the criteria outlined by the donor agreement.
2. Faculty who believe they are eligible for such a position should write a letter to the Dean outlining why they believe they deserve the appointment; and any faculty member also may nominate a faculty member for an Internal Distinguished Professorship.
3. A committee of three—two full professors and the Dean—will recommend to the assembled full professors a candidate for the specific professorship. The Dean will appoint the two professors and they will serve for three years.
4. The committee will look at all applicants and vote on a recommended candidate. A majority of two is required.
5. The assembled full professors will vote to accept or reject the committee's recommendation by a simple majority. If rejected, the committee will meet and return with a response.

The final decision for all professorships rests with the Dean.