

SCHOOL OF INFORMATION AND LIBRARY SCIENCE

CRITERIA AND PROCEDURES FOR FACULTY APPOINTMENTS, REAPPOINTMENTS, PROMOTION AND TENURE

Revised April 2018

I. INTRODUCTION

A. Mission of the School

The School of Information and Library Science educates innovative and responsible thinkers who will lead the information professions; discovers principles and impacts of information; creates systems, techniques, and policies to advance information processes and services; and promotes information creation, access, use, management, and stewardship to improve the quality of life for diverse local, national, and global communities.

Faculty members further these goals by teaching and advisory work; by research and scholarly publication; and by service to the school, the University, and the profession, and by engagement with local, state, and global communities.

B. University Policies and Procedures for Personnel Matters

All the procedures and policies relating to decisions affecting faculty in the School of Information and Library Science conform to statements regarding these matters set forth in the following University publications. In cases of conflict, the most recent edition of each document takes precedence.

1. *The Code*, Board of Governors, UNC, as amended through October, 2009. (See <http://www.northcarolina.edu/policy/index.php>)
2. *Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill*, April 9, 1976 (as amended through October 20, 2009). (See <http://www.unc.edu/campus/policies/UNC-Chapel%20Hill%20Tenure%20Policies%20and%20Procedures.pdf>).
3. *Equal Opportunity Plan*, UNC-CH, as revised April 1, 2012. (See <http://equalopportunity-ada.unc.edu/files/2013/03/2012-Final-Plan-Web-Version.pdf>)
4. *Guidelines for the Preparation of EPA Personnel Actions*, Division of Academic Affairs, UNC-CH (See: <http://academicpersonnel.unc.edu/faculty-policies->

[procedures-guidelines/faculty-appointments/tenure-tenure-track-appointments/](http://academicpersonnel.unc.edu/faculty-policies-procedures-guidelines/faculty-appointments/tenure-tenure-track-appointments/) and <http://academicpersonnel.unc.edu/faculty-policies-procedures-guidelines/faculty-appointments/fixed-term-appointments/>).

The following criteria and guidelines do not repeat all these policies and procedures. They are intended to conform to them. This statement is supplemental to and subject to the above policies. The Dean, faculty and students involved in making personnel decisions have a responsibility to become familiar with their provisions.

It is important to note that personnel records are confidential. Only the Dean, full professors, other faculty, and student members of the Personnel Committee are allowed to have access to the records and documents related to candidates' appointment, reappointment, promotion and tenure, and they are required to keep the contents of these records and the deliberations in conducting reviews confidential.

C. Appointment, Promotion and the Award of Tenure

In selecting and promoting faculty, the School of Information and Library Science seeks to demonstrate high standards of teaching and research. Service to the school, the University, and the professional community, and engagement with local, state, and global communities are also expected.

An earned doctorate or its equivalent is generally required for appointment to tenure-track faculty positions. The competencies and areas of interest represented by present faculty and by candidates for appointment are considered to assure that a balanced and comprehensive approach is maintained. The individual's potential contributions to the School's mission will be a major consideration.

The School of Information and Library Science is committed to equality of opportunity. Concomitant with this is the tradition of fairness to each individual without prejudice to race, color, gender, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression, or national origin. The official policy of the School of Information and Library Science regarding equal opportunity is stated in the most recent revision of the *Equal Opportunity Plan of the University of North Carolina at Chapel Hill*.

The awarding of tenure and promotion is considered recognition of work completed and teaching effectiveness. In no case will these decisions be based on future but unrealized potential. Likewise, a recommendation to award tenure will signify confidence that the faculty member is, has been, and will continue to be a significant contributor toward meeting the long-term goals of the School.

II. RESPONSIBILITIES

A. Faculty Members

Individual faculty members should be aware of their dates of eligibility for promotion, reappointment, or tenure. Prior to the promotion or tenure review they must assemble a

portfolio that will include the following: an up-to-date AP-2 form; full curriculum vitae, copies of all publications; recent syllabi and other items as listed under IV.B., Teaching section, below; class evaluations (faculty approved standardized evaluation instrument); written evaluations by peer faculty members based on classroom observation, interviews and examination of syllabi and assignments; and, for tenure-track faculty, a statement of research, teaching and service philosophy, plus such other items as the Personnel Committee may indicate as desirable. In addition, the faculty member being reviewed may add any other documentation that he/she thinks significant.

Faculty are encouraged to participate in the review process. Professors are expected to provide to the Personnel Committee a written evaluation of any faculty member being considered for appointment, reappointment, tenure and/or promotion. In addition, they will be asked to consult with the Dean concerning his/her recommendation. Associate professors are expected to provide to the Personnel Committee a written evaluation of assistant professors and fixed-term faculty being considered for appointment, reappointment, tenure and/or promotion, and may also provide input to the Personnel Committee during reviews of associate and full professors. In addition, they will be asked to consult with the Dean concerning reviews of assistant professors. Assistant professors will consult with the Dean regarding reviews of fixed-term faculty. Assistant professors and fixed-term faculty may provide to the Personnel Committee a written evaluation of any faculty member being reviewed.

All letters of recommendation or evaluation received by the school form a part of the colleague's personnel file and, under state law, are open to the candidate (except for pre-employment reference letters, which are shielded from disclosure to the candidate). All outside review letters for tenure-track faculty must be sent forward by the appointing school together with the recommendation. Outside reviewers shall be informed that their letters become part of the personnel file and, under state law, are open to the candidate.

During the voting process, those faculty members who vote 'no' or abstain will need to provide a reason.

B. Personnel Committee

The Personnel Committee is charged with collecting and evaluating the evidence and making a recommendation to the Dean in cases regarding both full-time and adjunct faculty appointments, reappointments, promotions, and tenure. In carrying out its charge relative to the recommendation for faculty reappointments, promotions, and tenure decisions, the Committee must collect and examine the necessary evidence and documentation described under "Criteria" in this statement. The Committee canvasses students, former students, faculty colleagues, and, in the case of promotion and tenure decisions, outside experts.

The Personnel Committee may also serve as a search committee for new faculty. In some cases this Committee will be augmented by additional faculty or by individuals from outside the School.

The Personnel Committee is a standing committee of the School and is composed of four faculty members: three tenured or tenure-track faculty members, one from each rank, (insofar as possible given the composition of the faculty body at the time) and one fixed-term faculty member (insofar as possible given the composition of the faculty body at the time). The committee is chaired by a tenured faculty member. The recommendation of the Personnel Committee goes to the Dean and is shared with the body of professors who vote on the candidate (full professors in the case of promotion to professor; full and associate professors with tenure in the case of promotion to associate professor with tenure; all tenure-track faculty and full-time fixed-term faculty at the higher rank(s) in the case of promotion for fixed-term faculty).

Three students, one from the undergraduate program, one from the Master's program, and one from the Ph.D. program will serve as liaisons from the respective student associations. Their role will be to communicate student perspectives to the Personnel Committee.

All members of the Committee and the student liaisons are appointed by the Dean at the beginning of each academic year. For the student liaisons, recommendations from ISSUE, ILSSA, and DSA will be considered.

C. Dean

1. Appointment of the Personnel Committee It is the responsibility of the Dean to appoint a Personnel Committee each year. The Dean will consider the composition of the Personnel Committee in light of the person(s) being reviewed and will communicate the names of the proposed committee members informally to the candidate(s) for reappointment or promotion before the committee is finalized. The Dean will take into consideration any concerns the candidate(s) might have about the composition of the committee before making his or her final decision at the beginning of each academic year.

2. Notification of Faculty to be Reviewed. The Dean will notify each tenured faculty member of any required personnel action involving promotion or review at least six months before the academic term of their scheduled review.

The Dean will notify each non-tenured, tenure track faculty member of any required personnel action involving reappointment, promotion or tenure at least one and a half years prior to the expiration date of their current appointment and invite the faculty member to assemble his/her portfolio according to guidelines specified here with any additions requested by the Personnel Committee.

3. Personnel Recommendations. Once the Personnel Committee's recommendation has been received, the Dean will convene the body of professors who vote on the reappointment or promotion recommendation (defined above), will present the recommendation to them, and will chair a discussion on the merits of the case. During that meeting, the Dean should encourage as much active discussion of the candidate as is possible to gain the fullest range of advice. The vote advising the

Dean must be reported to the Provost for tenure-track faculty. The responsibility for making a final recommendation remains with the Dean.

The Dean will make final recommendations about appointment, reappointment, promotion and tenure of tenure-track faculty to the Provost, with review by the elected faculty Committee on Appointments, Promotion and Tenure. His/her recommendation will take into account the recommendation of the Personnel Committee and the advice of the assembled professors eligible to vote on the recommendation.

The Dean prepares his/her final recommendation letter which includes the report of the Personnel Committee, reports the vote of the professors assembled, and may provide additional justification for the recommendation. For tenure-track faculty, the final portfolio is assembled for submission to University authorities in the required format. The Dean will inform the candidate of the final recommendation.

III. TYPES OF APPOINTMENTS AND SPECIFIC CRITERIA

A. Tenure Track

- 1. Instructor.** This rank is appropriate for one appointed to the faculty with the expectation that in normal course he or she will progress to the professional ranks in this or another institution. Initial appointment to the rank of instructor is for a probationary term of one year. The instructor may be reappointed successively for three further one year terms, a total of four such terms. At least 90 calendar days before the end of the first term, 180 calendar days before the end of the second term, and 12 months before the end of the third term, a decision shall be made and communicated in writing to the instructor as to whether upon expiration of that term he or she will be reappointed at the rank of instructor for another term, promoted to the rank of assistant professor, or not reappointed. At least 12 months before the end of a fourth successive term a decision shall be made and communicated in writing to the instructor as to whether upon expiration of that term he or she will be promoted to the rank of assistant professor, or not reappointed. No reappointment to the rank of instructor may be made after four years' employment at that rank. Promotion at any time from the rank of instructor to that of assistant professor constitutes an initial appointment at the latter rank. An appointment or reappointment at the rank of instructor may be made on the specified condition that automatically upon the conferral of a specified academic degree the instructor shall be reappointed at the rank of assistant professor. In such cases the effective date of the appointment at the rank of assistant professor shall be retroactive to the effective date of the current appointment as instructor, or to the July 1st or January 1st immediately preceding the conferral of the specified academic degree, whichever is nearest in point of time.
- 2. Assistant Professor.** Initial appointment to the rank of assistant professor is for a probationary term of four years. No less than 12 months before the end of this term a decision shall be made and communicated in writing to the assistant professor as to whether he or she will be reappointed upon expiration of the current term. No

decision need then be made as to the rank to be had upon reappointment. If a decision to reappoint is made and no promotion is then made prior to the expiration of the current term, the assistant professor is thereupon reappointed for a second probationary term of three years at the rank of assistant professor.

No less than 12 months before the end of such a second term, a decision shall be made and communicated in writing to the assistant professor as to whether he or she will be reappointed upon expiration of the current term. If the decision is to reappoint, the notice thereof shall also inform the faculty member whether reappointment will be at the same rank or with promotion to the rank of associate professor; and a faculty member given notice that reappointment will be at the same rank shall be then informed by his or her chair whether he or she will be reconsidered for promotion prior to the effective date of the reappointment. If a decision to reappoint is made and no promotion is then made prior to the expiration of the current term, the assistant professor is thereupon reappointed at the rank of assistant professor with permanent tenure. Reappointment at the rank of assistant professor following expiration of the second probationary term should be made only in clearly exceptional circumstances.

- 3. Associate Professor.** A promotion at any time to the rank of associate professor confers permanent tenure from the effective date of the promotion. Initial appointment to the rank of associate professor is ordinarily for a probationary term of five years. With the written approval of the Dean obtained in advance of the initiation appointment procedures, an initial appointment to the rank of associate professor with permanent tenure may be initiated and made effective upon subsequent approval of the appointment by the regularly prescribed procedures for initiation, review and final approval. No less than 12 months before the end of a five year probationary term appointment as associate professor, a decision shall be made and communicated in writing to the associate professor as to whether he or she will be reappointed upon expiration of the current term. No decision need then be made as to the rank to be had upon reappointment. If a decision is made to reappoint and no promotion has been made prior to expiration of the five year term, the associate professor is thereupon reappointed at the rank of associate professor, with permanent tenure.
- 4. Professor.** This is always a tenured position. As this appointment places the individual at the level of the senior members of the School, such appointments will be made under one of two conditions:

 - a.** When it is ascertained that the individual is a productive scholar who has achieved national distinction in addition to being an effective teacher. A candidate who already exhibits all the qualities expected of those who would be promoted from Associate Professor to Professor in the University may be initially appointed as Professor.
 - b.** When a senior University administrator holds a position that is directly relevant to the mission of SILS. This is an individual who has achieved national distinction

in service to the library and information science profession and has promise of being an effective teacher.

B. Fixed-Term Faculty

- 1. Teaching Faculty.** The titles Teaching Professor, Teaching Associate Professor, or Teaching Assistant Professor are most appropriate for someone who possesses special qualifications for teaching, research, or public service from an academic base, but for whom none of the professorial ranks or the rank of instructor is appropriate. Additional information about each may be found at <http://academicpersonnel.unc.edu/faculty-policies-procedures-guidelines/faculty-appointments/>.

Appointment may be made for a fixed term of one to five years. The following guidelines and policies apply to teaching faculty appointments:

- a. the individual primarily will be engaged in teaching activities;
- b. subsequent appointments for fixed terms of 1-5 years may be made either in direct succession or at intervals;
- c. tenure may not be acquired in the teaching rank;
- d. appointment to a higher rank is possible within the teaching faculty ranks (based on appropriate criteria);
- e. the amount of time that an individual contributes to University-related activities may vary from 5% to 100% effort.

The rank to which the candidate is appointed is commensurate with his/her record of accomplishment for the field(s) in which the appointment is made. Appointments are made by the Dean upon recommendation of the Personnel Committee, as advised by the faculty. These appointments are generally tied to specific courses that the faculty member is contracted to teach. Teaching faculty appointments should be primarily for teaching purposes, but the individual should also be expected to participate in the life of the faculty. The teaching requirement will be for 9-12 credits, depending on the other faculty load being borne. Such duties may include advising students, advising master's papers, participation in committees, and attendance at faculty meetings.

- 2. Clinical and Research Faculty.** The titles Clinical Professor, Clinical Associate Professor, Clinical Assistant Professor, or Clinical Instructor are most appropriate for those faculty whose contributions are primarily related to professional practice or service to the field. The titles Research Professor, Research Associate Professor, Research Assistant Professor, or Research Instructor are most appropriate for those faculty whose contributions are primarily related to research.

Appointments are usually made for five-year terms after an initial one-year appointment. The following guidelines and policies apply to individuals with clinical or research appointments:

- a. appointments may be renewed for fixed terms of one to five years.
- b. tenure may not be acquired in the clinical rank.

- c. appointment to a higher rank is possible within the clinical or research ranks (based on appropriate criteria).
- d. the amount of time that an individual contributes to University-related activities may vary from 5% to 100% effort.
- e. the faculty member may be assigned as primary instructor of a course, may co-teach a course, or may be invited to give guest lectures in a course, in addition to their primary clinical or research responsibilities.

A criterion for appointment is that the individual can contribute to the needs of the School, faculty, or students. The candidate must meet criteria similar to those of tenure-track faculty in the fields of teaching, research, and/or public service appropriate for their area of appointment.

The rank to which the candidate is appointed is commensurate with his/her record of accomplishment for the field(s) in which the appointment is made. Appointments are made by the Dean upon the recommendation of the Personnel Committee.

3. Adjunct Faculty. The titles Adjunct Professor, Adjunct Associate Professor, Adjunct Assistant Professor, or Adjunct Instructor may be used. The following guidelines and policies apply to individuals with adjunct appointments:

- a. the individual is employed outside the University, or has a primary appointment in a University unit different from that making the adjunct appointment
- b. the individual is engaged in the following activities: limited responsibilities in the department making the adjunct appointment; may be involved in teaching, research, practice or service; does not receive regular salary from the appointing department, but may receive compensation for specific services or activities performed. Full-time University employment prohibits additional compensation from the department making the adjunct appointment.
- c. appointments may be renewed for fixed terms of one to five years, provided that if the adjunct position is unpaid, it may be designated an at-will appointment
- d. appointment to a higher rank is possible through the adjunct ranks (based on appropriate criteria).
- e. normally, the title "adjunct" connotes a part-time commitment of the individual to the appointing department; however, in some cases, "adjunct" may be used for full time employment

4. Distinguished Appointments. Distinguished appointments are used for special appointments relating to research, teaching and/or service. Appointments are made by the Dean following consultation with the Personnel Committee. The school may consider using terminology such as Professor of the Practice. This fixed-term rank is appropriate for 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.

5. **Visiting Faculty.** Visiting appointments are offered to individuals holding faculty appointments at other academic institutions. Visiting appointments may be made at any rank to fill a specific departmental need, usually for a term of a semester or a single academic year. These appointments are generally full-time appointments. Under certain circumstances, visiting appointments can be renewed for one year but may not exceed two years in succession. They are not viewed as leading to permanent positions. To be considered for appointment as a visiting faculty member, an individual must meet the criteria for tenure-track faculty of the designated rank. Visiting appointments are made by the Dean subsequent to a recommendation from the Personnel Committee.

IV. STANDARDS AND EVALUATIVE CRITERIA

The School's ongoing pursuit of excellence entails an active search for a diversity of persons, talents, and backgrounds, based on the School's needs and its long-range goals. Effective contribution to teaching, research service and engagement is expected of all faculty. Personnel actions will take into account the overall mix of faculty contributions and strengths within the School and the individual candidate's unique contribution to the School. The latter aspect presupposes that faculty remain competent to teach courses, advise students, guide student research and conduct their own research in areas that continue to be relevant to the School's mission and programs in a manner that satisfies the conditions of quality specified in the following criteria.

A. Teaching

Effective teaching is a fundamental responsibility of each faculty member. Effective teaching involves a number of dimensions: the ability to design a course of study appropriate to the level of instruction and the nature of the subject matter; the ability to present clear, intellectually exciting lectures and to develop meaningful, challenging assignments; the ability to facilitate discussion and debate in a way to encourage students to articulate their ideas and to examine and evaluate other ideas and arguments; the ability to stimulate intellectual curiosity; and the ability to motivate students to work independently and to gain confidence in their skills. Important factors for teaching in a research university are the integration of research and teaching in the instructional process, the inclusion of the latest research findings and professional debates that affect the field, and the ability to balance theoretical aspects with practical applications. An effective teacher is concerned with the progress and well-being of students, is available for individual conferences beyond the classroom environment and grades and evaluates student work according to the highest standards and gives prompt and useful feedback. SILS values effective teaching in face-to-face, online, and hybrid modes and encourages faculty to share their successes on all these dimensions with their colleagues in the school and elsewhere.

B. Evidence of Effective Teaching

Evaluation for reappointment, promotion and tenure decisions must include the following kinds of evidence to assess the extent to which the candidate has met these criteria.

1. List of courses taught each semester for the past three years and the number of students taught by section. Names of graduate students supervised, thesis titles, and completion dates for degree work since employment at UNC-CH. Undergraduate honors projects should be included as well.
2. Current and past course and seminar syllabi, reading lists, assignments and the like, which state the course objectives and how they are met.
3. Written evaluations gathered from current students for each course.
4. Written comments from students solicited at the time of consideration for personnel action.
5. Written comments of a random sample of graduates who have taken one or more classes with the candidate.
6. Written evaluations by peer faculty members based on classroom observation, interviews and examination of syllabi and assignments.
7. Examples of work of candidate's students including:
 - a. Papers or abstracts of Master's papers directed by the candidate.
 - b. Abstracts of Dissertations of Ph.D. students directed by the candidate plus others on which the candidate has made a substantial contribution.
 - c. Published work of students showing evidence of strong support and direction from the candidate.
 - d. Examples of other papers or projects completed by students under the candidate's direction.
8. Other documentation considered significant by the Personnel Committee or the faculty member being reviewed.

When making an initial appointment, the Personnel Committee will solicit comments on these criteria from colleagues at institutions where the individual has previously taught or studied. A candidate selected to come to campus for an interview will be asked to present his/her current research or another topic of scholarly interest in order to assess his/her ability to present effectively.

C. Research

It is the obligation of faculty of the School of Information and Library Science to carry out and report on investigations of scholarly topics. Published books and articles and

sponsored research projects are the clearest evidence of scholarly activity. Refereed publications are the preferred vehicles for research reports.

In recommending reappointment, promotion and/or tenure, the School will consider:

1. All published works, works in press, and works under review of the candidate using, where appropriate, reviews of these works and citations to them and the reputation of the journal or publisher carrying the work. Because multi-authored works are not necessarily proportionally attributable, candidates will be asked to describe the nature of their contribution.¹
2. Grant proposals and grant awards to carry out scholarly projects along with the technical reports derived from such funded work with particular weight given to major grants and grants which provide support for faculty members in the School and in other units within the University. In the case of collaborative research, the candidate will be asked to indicate the nature of her or his contributions to the project.
3. Letters of evaluation from recognized authorities outside of the School who are scholars in the candidate's areas of expertise will be sought by the chairperson of the committee.

For new tenure track faculty appointments there should be at least four outside letters supporting a recommendation from an appointing school; these letters should indicate the relationship of the letter writer to the candidate in question.

For reappointment with tenure as an associate professor, for promotion from assistant to associate professor with tenure, or for a promotion to full professor, a minimum of four letters of evaluation from outside the University at Chapel Hill shall accompany any recommendation for tenure and/ or promotion. In advance of the review, a candidate will be asked to submit a list of four or more names of colleagues outside the University from which the reviewing committee may make selections. The Committee will identify reviewers from a variety of sources and ask the candidate if any of the selected individuals might be inappropriate. The Committee will consider any evidence of bias the candidate wishes to present, but the final selection of outside peers will remain with the committee. A candidate will be informed when letters of solicitation are placed in his or her personnel file. Reviewers should be requested to emphasize the quality of a candidate's research contributions. It is assumed that

¹ Page numbers and/or persistent URLs are needed for all publications as well as an indication of which articles were "refereed." Only those articles which have been refereed before publication should be designated with the abbreviation "Ref." beside each such article. If the article, book, etc., has not been published, indicate the status, (e.g., submitted for publication, in preparation, etc.), page numbers and/or persistent URL; even if only typed page numbers must be given on unpublished material. The dissertation with page numbers should be listed as part of the publication list even if unpublished.

outside evaluators will be asked to review published materials of the colleague and any manuscript or other materials the school desires to send for evaluation. If not all of the material is sent for review, the candidate will be informed of the items sent.

All letters of recommendation or evaluation received by the school form a part of the colleagues' personnel file and all outside review letters must be sent forward by the appointing school together with the recommendation.

Outside reviewers shall be informed that their letters become part of the personnel file and, under state law, are open to the candidate.

4. Additional publications/presentations describing or discussing one's research, including papers presented at workshops or institutes for which no proceedings are published; panel presentations; posters at conferences; other informal publications such as newspaper or newsletter columns; and radio, and television or web-based interviews or profiles.
5. Many SILS faculty adopt new forms of expression in all aspects of their work ranging from teaching via novel online and hybrid forms to collecting data and sharing results of research via websites, social media, and face-to-face or virtual performance. SILS thus recognizes that such forms of expression may not be peer-reviewed in traditional ways and that mastering new tools and methods requires significant time and effort. SILS will welcome inclusion of new forms of scholarly work and communication as part of the faculty record. Faculty must decide which work to include for promotion and tenure decisions and explain why it is included and how it impacts the field and intended audiences. Factors that may be explained include: target community(ies), frequency and reach if the activity is ongoing, tangible impact(s), derivatives in other forms, any collaborations, and any software, data sets, websites that persist.
6. A list and description of ongoing research work and its stage of completion plus any draft materials from such work, including galleys, typescripts, and letters of acceptance.

D. Service to Academic and Professional Communities

Faculty members in a professional school have a responsibility to the profession. Additionally, they have a responsibility to the School and the University. Each faculty member will be expected to be involved in a variety of service activities. Candidates for personnel action will be expected to:

1. Serve within the School on committees and in coordinator roles; attend and participate in all faculty meetings; contribute questions and evaluative assessments for comprehensive exams; serve on doctoral committees; advise students; assist in hosting distinguished visitors to the School and the like.
2. Represent the School within the University through service on University committees and attendance at various forums of importance to the School and the University.

3. Represent the School and the University positively to the other external communities on matters of professional interest.
4. Serve the profession through such activities as (1) participating in and providing leadership to professional associations on local, state, regional and national levels; and/or (2) publishing or making available practice-oriented papers or speeches, datasets, tools for research or practice, software, guidelines/standards or other materials.
5. Serve as consultants on professional and research matters or supervise students engaged in service-learning activities.
6. Serve on editorial boards and funding agency review panels.
7. Share equitably in and perform competently in day-to-day and special activities necessary to develop and maintain a high quality professional school.

E. Engagement with the Public

SILS faculty have long been engaged with local, state, and national communities through information agencies such as libraries, archives, and schools. As the information professions increasingly serve all sectors of society and more individuals seek and use information through electronic networks, SILS faculty are encouraged to engage with individuals and with communities outside the academe to solve information needs. It is expected that such work will be collaborative and be aimed at improving the capabilities of people to access and use information to enhance their lives and communities. Faculty are encouraged to present evidence of public engagement as part of their record and to suggest metrics or guidelines for assessing the impact and significance of the engagement.

F. Interdisciplinary Contributions in Teaching, Research, and Service

Information touches all scholarly activity and SILS faculty commonly work with scholars in other fields to develop or apply information theories and practices. Interdisciplinary work is strongly encouraged at SILS and faculty should document such work as part of their scholarly records. It is the responsibility of the faculty member to identify interdisciplinary activities in their record and to discuss these activities as part of their teaching, research, and service. As noted above in the research section, faculty should explain their specific roles and contributions to the collaboration.

V. REAPPOINTMENT AND PROMOTION

Individuals will be evaluated for reappointment, promotion and tenure on the basis of their achievements in research, teaching and service. Expectations are different at each professorial and fixed-term faculty rank. For instance, to be reappointed as Assistant Professor, an individual must have demonstrated research competence, while to be promoted

from Associate Professor to Professor, he/she must have attained national distinction for research. Teaching effectiveness, however, is required at all professorial levels. This section outlines criteria and procedures for reappointment and promotion at each rank.

A. Reappointments (Tenure Track)

1. **Assistant Professor.** No less than twelve months before the expiration of the first term of appointment, a decision shall be made and communicated in writing to the assistant professor as to whether or not he or she will be reappointed upon expiration of the current term. No decision need then be made as to the rank of reappointment. If a decision to reappoint is made and no decision to promote is made, the assistant professor is reappointed for a second probationary term of three years. In order to provide adequate time to conduct the review it would be initiated two years before the expiration of the term.

No less than twelve months before the expiration of such a second term, a decision shall be made and communicated in writing to the assistant professor as to whether he or she will be reappointed upon expiration of the current term. Reappointment will be contingent upon promotability as an individual will not be appointed for more than two terms, a total of seven years, at the rank of assistant professor. The assistant professor must be considered for promotion to the rank of associate professor at least one and a half years before the expiration of the second term. A review should begin two years before the expiration of the term in order to provide adequate time to conduct the review.

To be recommended for reappointment as assistant professor one must have demonstrated research competence as evidenced by refereed publications, teaching competence, and service to the school and profession.

2. **Associate Professor.** Not less than twelve months before the expiration of the first term of appointment, a decision shall be made and communicated in writing to the associate professor as to whether or not he or she will be reappointed upon expiration of the current term. No decision need then be made as to the rank of reappointment.

In order to provide adequate time to conduct the review it should be initiated two years before the expiration of the term. The recommendation may be (a) to promote to Professor as described in paragraph III.A.3, with automatic conferral of tenure; (b) to reappoint as Associate Professor with tenure; or (c) neither, in which case the appointment will terminate at the end of the five year term.

To be considered for tenure, a faculty member must have demonstrated research ability, be committed to ongoing research, have a strong teaching record, and be recognized as a helpful and valued colleague, who has conscientiously performed needed service within the academic and professional community. Only those persons showing promise of continuing achievement in all three areas of research, teaching and service will be tenured.

B. Reappointment (Fixed-Term Faculty)

- 1. Teaching Faculty and Clinical/Research Faculty.** Prior to reappointment, the faculty member's contributions to the School are reviewed by the Personnel Committee. The Dean will provide a report of the individual's activities to the Personnel Committee who will solicit additional input as appropriate and make a recommendation to the Dean.
- 2. Adjunct Faculty.** Prior to reappointment, the Associate Dean will review the adjunct's current CV, student evaluations of teaching for the past 3 years, and peer observation reports for the past 3 years. If the student evaluations are at or above the median scores for all SILS faculty and the peer observation reports are generally positive, the Associate Dean may recommend reappointment to the Dean. If the student evaluations or peer observations do not meet these standards but there is a good reason to reappoint the adjunct faculty member, the Personnel Committee will be asked to review these materials, solicit additional input from students and faculty, and make a recommendation to the Dean.
- 3. Distinguished Appointment.** Distinguished appointments are typically made for an indefinite period and are not subsequently reviewed.
- 4. Visiting Faculty.** Renewal of a visiting faculty appointment for one additional year is made by the Dean on recommendation from the Personnel Committee. The criteria are the same as that used for tenure-track faculty.

C. Promotion (Tenure Track)

- 1. Associate Professor.** Normally, an Assistant Professor will be considered for promotion and tenure in the first semester of the sixth year after initial appointment. The promotion to Associate Professor automatically confers award of tenure and requires teaching competence and scholarly activity. To be considered for tenure, a faculty member must have demonstrated research ability, be committed to ongoing research, have a strong teaching record, and be recognized as a helpful and valued colleague, who has conscientiously performed needed service within the academic and professional community. Only those persons showing promise of continuing achievement in all three areas of research, teaching and service will be tenured.

In exceptional circumstances, an individual may be considered for promotion to Associate Professor and tenure at the end of his/her first four-year term. One such circumstance might be a prior tenure-track appointment elsewhere and evidence of scholarly accomplishments well beyond what is expected of an Assistant Professor. Review for early consideration of promotion is done without prejudice or penalty to any later review for promotion.

- 2. Professor.** In most cases, promotion from Associate Professor to Professor will be considered in the fall semester of the fifth year after the candidate has become an Associate Professor. Early consideration for promotion is done without prejudice or penalty to any later review for promotion. The candidate for Professor must have a

scholarly record of national distinction and a commitment to ongoing research in his/her field. In addition, he/she must be an effective teacher, and must have continued to serve the School, the profession and the University as a mature scholar.

A full review for promotion to Professor must include collection and consideration of comments from alumni, students, other faculty members, and a minimum of four external reviewers. The candidate must develop a portfolio containing a personal statement regarding teaching, research and service; copies of his/her publications; course syllabi; ratings on faculty approved standardized student evaluations on courses taught; and other relevant materials.

D. Promotion (Fixed-Term Faculty)

A Lecturer or Clinical/Research Assistant Professor will be considered eligible for promotion six years after their initial appointment. A Teaching Associate Professor or Clinical/Research Associate Professor will be considered eligible for promotion five years after their promotion to their current rank.

To be considered for promotion, a fixed-term faculty member must have demonstrated a strong record in their primary area of responsibility and be recognized as a helpful and valued colleague who has conscientiously performed needed service within the academic and professional community. Only those persons showing promise of continuing achievement in the areas of teaching, service, and/or research (if applicable) will be promoted.

Fixed-term faculty who seek promotion should notify the Dean in writing. After a review of the goals set by the candidate over the past five annual reviews, in consultation with the candidate, the Dean will establish: which Evaluative Criteria will be employed (see Section IV, Standards and Evaluative Criteria); and the weight of each set of identified Evaluative Criteria.

The candidate will be asked to assemble a portfolio as described in Section II.A. In addition, the candidate will be asked to provide the names of two individuals from UNC or external, who may serve as referees as to the candidate's qualifications, for the rank to which they aspire.

E. Post tenure review policy

1. Statement of Purpose. The School of Information and Library Science educates innovative and responsible thinkers who will lead the information professions; discovers principles and impacts of information; creates systems, techniques, and policies to advance information processes and services; and promotes information creation, access, use, management, and stewardship to improve the quality of life for diverse local, national, and global communities. The purpose of the School's post-tenure review policy is to ensure that faculty continue to support this mission of the School effectively after tenure is granted. Throughout their careers, members of the faculty of the School of Information and Library Science are expected to maintain the

School's standards of excellence in teaching, research, and service as described in the School's *Appointments, Promotions, and Tenure* documentation.

2. **Cycle of Review.** The number of faculty members to be reviewed in any given year will be approximately 20% of the number of tenured faculty members, excluding the Dean. This approximate 20% will include those tenured faculty being evaluated for promotion that year as well as tenured faculty not seeking promotion during that year. All tenured faculty members other than the Dean will be reviewed at least every five years.
3. **Relation to Other Forms of Review.** The system of post-tenure review will supplement, rather than substitute for, other systems of review, including those relating to tenure and promotion, annual feedback in years prior to tenure, appointment to distinguished chairs, salary determinations, yearly evaluation meetings with the Dean, or personnel actions taken pursuant to University policies on tenure and promotion and other matters relating to faculty conduct and performance.
4. **General Principles.** The faculty believes that the post-tenure review should be as simple, straightforward, fair, functional, constructive, and flexible as possible, so that the purposes of the review process are achieved in both an effective and time-efficient fashion.
5. **Obligation of Confidentiality.** All matters related to post-tenure review, as with all personnel matters, will be treated as confidential in nature and those involved with evaluating faculty will take seriously their obligation to abide by this requirement.
6. **Participation by Faculty Member being Reviewed.** A faculty member who is being reviewed during a given semester will take an active role in the post-tenure review process by assisting with planning, preparing relevant background information, engaging in constructive dialogue with the Dean and colleagues, and undertaking a Development Plan if needed to address deficiencies in performance.
7. **Process.** Before the beginning of the semester in which evaluation takes places, the Dean will notify the faculty member that the evaluation is scheduled for the coming semester and will inform the faculty member which materials will be needed to be submitted by the faculty member and the dates for submission. All materials will be submitted to the Dean, who will forward appropriate materials to the Personnel Committee. The Personnel Committee will obtain additional appropriate materials, such as letters from faculty and students addressing ways in which the person being evaluated supports the goals of the School as described in the School's Mission statement. A letter making recommendations will be submitted by the Personnel Committee to the faculty member and the Dean before the end of the semester. The faculty member being reviewed must be given an opportunity to provide a written response to the report of the Personnel Committee. The Dean will make constructive recommendations to the candidate based on the Review and any response by the faculty member, both in a meeting and in writing, and a Development Plan will be developed addressing those significant deficiencies needing to be remedied.

- 8. Composition of the Evaluation Committee:** The School's Personnel Committee will serve as the evaluation committee for the post-tenure faculty member review process.
- 9. Determination Regarding Overall Performance.** The Personnel Committee will indicate to the Dean those areas in which the faculty member is satisfactory and those areas in which substantial improvement is considered desirable. Specific constructive recommendations may be made to the Dean. The Dean will then make her or his desired recommendations to the faculty member. If a Development Plan is required by the Dean, the necessity will be communicated to the faculty member at this time.
- 10. Recognition of Outstanding Performance.** In instances in which the faculty member being reviewed is found to have evidenced outstanding overall performance, the Dean will endeavor to recognize that performance through appropriate forms of positive recognition, including but not limited to nominations for awards.
- 11. Establishment and Monitoring of a Development Plan.** If the Dean requires that the faculty member produce a Development Plan, the faculty member will do so during the month after the necessity for its development is communicated to the faculty member. Constructive comments from the Dean should be sought during its development and the plan must meet with the Dean's approval. The plan will contain clear behavioral goals, indicators of goal attainment, and a reasonable time frame for the completion of goals. The Dean will include or attach a statement of the consequences if the goals are not reached. Those faculty who have been found to have significant deficiencies and who are working on achieving the goals specified in the Development Plan will be evaluated yearly by the Dean for up to three years or until the deficiency has been removed. If the deficiencies continue to exist at the end of three years, the Dean will consider whether action should be initiated pursuant to the *Trustee Policies and Regulations Governing Academic Tenure*, or other steps may be taken to address the substantial deficiencies in performance.

In the case of a faculty member who fails to complete a development plan successfully and whose performance continues to be deficient, the unit head should notify the dean, who will consider whether grounds for dismissal or other disciplinary action exist under the Trustees Policies and Regulations Governing Academic Tenure. Dismissal or severe sanction may be imposed only in accordance with and on the grounds stated in the Trustees Policies and Regulations Governing Academic Tenure.

Faculty members may grieve matters related to post-tenure review to the Faculty Grievance Committee under Section 607 of the Code of the University of North Carolina during their term of employment.

- 12. Background Information.** The faculty member will prepare a file that contains a current curriculum vitae, student teaching evaluations, one letter from a peer teaching observer describing the results of a peer teaching observation from among the last 3 peer teaching observations, copies of all publications during the last 5 years, and

optionally teaching materials currently used in classes and publications from before the preceding 5 years, as well as any other relevant material that the faculty member may choose to submit. The faculty member being evaluated will supply a written statement describing their past and planned teaching, research, service, and activities. Faculty colleagues will be invited to comment on the information contained in the material submitted. Comments from current students will be solicited. Letters will be requested by the Dean from distinguished scholars from outside the School, critiquing the scholarship of the faculty member being evaluated, at the discretion of either the faculty member being evaluated or the Dean.

13. Peer Observation of Classes. Peer observation of classes will be conducted in order to gain insights about the faculty member's teaching. Normally, such observations will be conducted before the semester in which the candidate is evaluated. Observations will be conducted in accordance with the School's guidelines, as described in the Guidelines for Peer Observations.

14. Appeals of Findings of Substantial Deficiencies and Development Plans. Faculty members who have been found to show a substantial deficiency and for whom a Development Plan has been recommended may appeal within 30 days of receiving a final letter from the Dean including such findings. Appeal rights are as provided for in the University's policy on post-tenure review.

15. Annual Reports Filed with Provost. As provided for in the University policy on post-tenure view, the Dean will file annual reports to the Office of the Provost specifying the names of faculty members reviewed during the previous year, the names of faculty members for whom a Development Plan was recommended and established, and the names of faculty members who were subject to review in that year but for whom a delay was requested (along with the reason for the delay).

16. Procedure for Requesting a Post Tenure Review Delay. Requests to delay an upcoming post tenure review should be submitted to the faculty member's unit head in advance to ensure timely school processing of the request.

- Requests must be in writing and specify the compelling reason(s) for the request to delay the review.
- Requests must include a written justification and be approved by the Dean (or his/her designee).
- Approved requests are then submitted to the Executive Vice-Provost and Chief International Officer for review and approval. Once the request is reviewed, a written communication will be sent from the Provost's Office to the faculty member, the unit head and the next higher level administrative officer indicating whether the request has been approved.
- If the request is approved, the School must then complete an electronic action in the existing system, with the Provost's letter of approval attached, to finalize the change to the Post Tenure Review date.

VI. TENURED FACULTY IN PHASED RETIREMENT STATUS

Faculty in phased retirement status will retain all their normal faculty voting rights until such time as they are fully retired.

VII. MENTORING TENURE-TRACK FACULTY

The SILS scholarly community is made up of individuals working to develop their potential in a variety of ways. We are committed to supporting each faculty member in shaping his or her career path in a way that will maximize the contribution to the field.

Given this stance toward faculty development, the tenure-track faculty mentoring program consists of a variety of activities, some of which are standard for all tenure-track faculty members and others that can be customized to the individual's needs. New tenure-track faculty are required to participate in the program for at least their first two years at SILS. The mentoring program consists of support from the Dean, the Associate Dean for Academic Affairs, from tenured faculty, and from peers. Each of these types of support is briefly described here.

- 1. Support from the Dean.** Each untenured faculty member is expected to meet with the Dean bi-monthly. The Dean's assistant will schedule these meetings. They may focus on any topic of interest to the new faculty member, and will include discussion of the new faculty member's goals and how to leverage the resources of the School and the SILS scholarly community in order to achieve those goals.
- 2. Support from the Associate Dean for Academic Affairs.** To orient new faculty members to the School and University resources available to them, a series of programs will be offered during their first year at the University. The program sessions will be scheduled at a time when all new tenure-track faculty members are available to attend. The Associate Dean for Academic Affairs will schedule and convene each session.
- 3. Support from tenured faculty members.** Tenure-track faculty members are encouraged to seek out SILS faculty with expertise or experience in areas pertinent to the new faculty member's development. The tenure-track faculty member may solicit advice/input on papers, projects, teaching, or other issues. The SILS tenured faculty are committed to responding to such requests and to supporting the scholarly development of tenure-track faculty members.
- 4. Support from peers.** Tenure-track faculty members are encouraged to meet at least twice per semester. If it would be useful, the Dean's office will support two lunch meetings each semester (reimbursement should be requested from the Assistant Dean of Administration). If desired, the new faculty members may invite one or two of their more senior colleagues to each meeting.