

Guidelines for
Appointment, Reappointment, and Promotion of Faculty
Adams School of Dentistry
The University of North Carolina at Chapel Hill
Effective January 31, 2022

Table of Contents

Introduction.....	4
I. Meet-the-Mark Criteria for Appointment, Reappointment and Promotion of Adams School of Dentistry Faculty	6
II. Variable Track	7
III. Tenure Track	8
A. Preamble	8
B. Meet-the-Mark Criteria for Promotion of Tenure Track.....	8
C. Teaching.....	8
Teaching Portfolio.....	9
D. Service.....	9
Table 1. UNC Adams School of Dentistry Meet- the- Mark Criteria for Promotion to Associate or Full Professor on Tenure Track	11
E. Timing of Appointments, Reappointments and Promotion of Tenure Track Faculty.....	16
F. Process for Appointment, Reappointment, and Promotion of Tenure Track Faculty.....	19
Promotion Dossier	19
Division Chair Letter	19
Committee Review of Candidate Dossiers.....	19
G. Negative Decisions for Faculty in the Tenure Track.....	22
IV. Fixed-Term Track	23
A. Preamble	23
B. Meet-the-Mark Criteria for Promotion of Fixed-Term Faculty	24
C. Teaching.....	25
Teaching Portfolio.....	25
D. Service.....	25
Table 2. UNC Adams School of Dentistry Meet-the-Mark Criteria for Promotion to Associate or Full Professor on Fixed Term Track by Area of Excellence	27
E. Timing of Promotion Reviews for Fixed-Term Faculty	30
F. Process for Promotion of Fixed-Term Faculty.....	30
Promotion Dossier	30

Division Chair Letter.....	30
Committee Review of Candidate Dossiers.....	31
G. Negative Decisions for Fixed-Term Faculty.....	32
V. Search Waivers and Recruitment of Faculty.....	32
VI. Other Faculty	33
VII. Additional Resources.....	34
Appendices.....	34
A. Examples of DEI Activities	34
B. Boyer’s Four Domains of Scholarship.....	35
C. Excellence in Teaching: Quality, Innovation, Impact on Students, Degree of Responsibility.....	37
D. Teaching Portfolio Format (Suggested).....	39
E. Promotion Dossier Requirements for the Tenure Track and Fixed Term Tracks	40
F. Division Chair Letter	43
G. Sample Solicitation Letter for External Letters of Recommendation	45
Tenure Track Faculty candidate	45
Fixed Term Faculty candidate	47
H. Links	48

Introduction

Faculty appointments, reappointments, and promotions in the Adams School of Dentistry are recommended in accordance with *The Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill*. This document provides guidelines and serves to clarify additional requirements for faculty appointments in the Adams School of Dentistry.

Faculty in the Adams School of Dentistry may be appointed in a variable track or appointed, reappointed, and/or promoted in one of two separate tracks: the tenure track or the fixed-term track. The track to which new faculty members are recruited must be established and known at the time of their recruitment and must be clearly described in the offer letter and/or terms and conditions (T&C) that they receive and sign. The Division Chair must also review with new faculty members the differences between the three tracks, explaining the criteria that they are expected to meet in order to qualify for reappointment or promotion. Faculty may also meet with the Associate Dean for Professional Development and Faculty Affairs for clarification of the process. Regardless of the track to which a faculty member has been assigned, he/she will be referred to with no modifiers. Modifiers “Clinical” or “Research” must still be used in certain administrative situations: e.g., in the formal appointment and promotion letters for each faculty member.

Promotion in the Adams School of Dentistry requires evidence of excellence in either the tenure or fixed term tracks. Furthermore, regardless of the track to which the appointment is made, each faculty member in the Adams School of Dentistry is expected to make a positive contribution to the **teaching mission** of the school. Teaching is defined in the broadest possible context and may encompass lecture, small group seminar, clinical and laboratory instruction, and one-on-one instruction. Dissertation and thesis supervision and mentoring of students and fellows also are included under these definitions of teaching. Those faculty members who provide **direct patient care** are expected to do so in an exemplary manner. They are expected to employ current, state-of-the-art methods that are respected by patients and peers both within the University and in the professional community.

All faculty are required to conduct themselves in an ethical and professional manner in all circumstances and interactions. The Statement on Faculty Professionalism should be adhered to by all faculty. The extent to which a faculty member meets this obligation should be addressed in the Chair’s letter of recommendation.

To stay informed of current APT information and university policies, all Division Chairs, and/or their designee, should undergo annual training on Adams School of Dentistry APT Policies and Procedures provided by the Office of Human Resources, the Office of Professional Development and Faculty Affairs and the chair of the Promotion and Tenure Advisory Committee (PTAC). Division Chairs should also ensure that all faculty are aware of the Adams School of Dentistry APT Policies and Procedures and annually discuss their progress and mentor them towards promotion.

The Office of Professional Development and Faculty Affairs is also a resource for faculty and chairs on matters of appointment, reappointment, promotion and tenure. In addition, all new division chairs and administrative leaders should receive training as part of their onboarding process.

Statement on Faculty Professionalism

All Adams School of Dentistry faculty are expected to uphold the highest standards for professional conduct and ethical behavior. Faculty are expected to treat everyone in the work environment, including colleagues, students, clinical and research team members, staff, patients and visitors with courtesy, respect and dignity. Faculty are responsible for cultivating a civil and inclusive work environment, for modeling professional conduct, and for responding to unprofessional behavior on the part of others. All faculty are expected to provide positive contributions to Diversity, Equity and Inclusion (DEI) efforts by valuing all people throughout the organization regardless of culture, skin color, background, lifestyle, sexual orientation and/or gender identification. (See [Appendix A](#) for examples of DEI contributions and activities). This expectation for conduct applies to professional extramural activities as well.

Examples of Professionalism

- Adheres to high ethical and moral standards
- Conducts academic work with integrity, including adhering to institutional and federal policies on responsible conduct of research and conflict of interest
- Demonstrates intellectual honesty
- Exhibits core humanistic values, including honesty and integrity, caring and compassion, altruism and empathy, collegiality, respect for others, and trustworthiness
- Takes personal action to support equity and inclusion
- Is able to subordinate their own interests to the interests of others when appropriate
- Exercises accountability individually and for colleagues
- Adheres to division, Adams School of Dentistry, and University policies and procedures
- Demonstrates a lifelong commitment to excellence
- Exhibits a commitment to scholarship and to advancing their field
- Deals appropriately with high levels of complexity and uncertainty
- Reflects upon their actions and decisions
- Demonstrates cultural humility through all facets of personal and professional behavior (
- Promotes a culture of compliance

*This policy is not intended to limit any professional debates or disagreements that arise in the course of the academic environment or to limit any individual rights under the First Amendment.

Departures from professional behavior, ethical behavior and civility will be considered in the faculty member's reappointment and when the faculty candidate is considered for promotion and tenure.

Finally, while all faculty members are responsible for their own career success, it is expected that their Chair, mentoring team and other designated faculty members will mentor faculty toward promotion and career development.

Diversity, Equity and Inclusion (DEI)

The Adams School of Dentistry is committed to valuing all people throughout our organization and all faculty are expected to contribute to DEI efforts. Our diversity policy can be found online: [Inclusive Excellence and Equity Initiatives - Adams School of Dentistry: Adams School of Dentistry \(unc.edu\)](#). The Adams School of Dentistry is committed to creating and maintaining an environment that welcomes, values, and supports the development and care of all individuals. Intellectual diversity is the foundation of our institution. DEI efforts include but are not limited to: participation in predoctoral student programs or mentoring (e.g., SNDA, HSDA, Impressions Program, Dental and Oral health Community Scholars (DOCSpeaks) student or resident-led advocacy groups), participation in the Inclusive Excellence Committee work (including participation in Inclusive Excellence Week and related Book Discussions), participation in health equity work (i.e., Adams School of Dentistry Poverty Simulation) either through clinical or research activities, completion and application of DEI training (e.g., Safe Zone, Unconscious Bias), working with underrepresented minority (URM) or youth to increase interest in STEM careers, promoting social justice (e.g., create curricular content that uses inclusive concepts, imagery, and terminology regarding race/ethnicity, gender and sex, sexuality, nationality, religion, and socioeconomic status). DEI efforts should be conceptualized in the broadest context, and contributions may expand across research/scholarship (ie publications on DEI or health equity), teaching (e.g., Curriculum Management), or service. A guideline to describe DEI efforts can be found in [Appendix A](#).

Under-represented minority (URM) faculty are valued at the Adams School of Dentistry and contribute to the teaching, research, service and patient care missions of the School. Under-represented (UR) individuals are those who are part of a group who hold a smaller percentage within the general population, and may be based on race/ethnicity, gender, sexual orientation, gender identification, presence or absence of disabilities, area of origin, resources and opportunities available, etc. Regarding URM faculty, “invisible” labor is to be accounted for on the CV and in promotion and tenure decisions. DEI contributions should be noted in annual evaluations, valued and rewarded. Promotion and Tenure review committees should value work with under-represented populations as well as publications in smaller or niche journals that deal with diversity matters. Faculty should be validated and rewarded for their research focus on underrepresented minority (URM) issues and should experience no pressure to move away from URM research. (See [Appendix A](#) for examples of DEI contributions and activities).

I. Meet-the-Mark Criteria for Appointment, Reappointment and Promotion of Adams School of Dentistry Faculty

The purpose of Meet-the-Mark is to promote faculty when they have met the criteria for promotion rather than after a specified number of years. Rather than faculty being “scrutinized” when they go forward for what has been considered an “early promotion,” faculty can now be considered when they have met the criteria for promotion and have been in service at the university for at least four years. This applies to promotion in either the fixed term or tenure track and to decisions of tenure and promotion to a higher rank (Associate to Full Professor).

Time served in a comparable position on the tenure or non-tenure track, in another department, or at another institution may be taken into consideration at the time of appointment, as described

in the offer letter. If previous university experience in teaching, research and service is to be considered for promotion decisions, this must be communicated to all external letter writers and to the various Promotion and Tenure committees that review the dossier, including the Full Professors. Evidence of teaching effectiveness at the previous university (peer or student teaching evaluations) will in these cases be examined for promotion and tenure decisions at UNC-Chapel Hill. In lieu of a decision to accept experience from previous university service, it is assumed the accomplishments evaluated for promotion or tenure will be based upon the time at UNC-Chapel Hill. If evidence of previous teaching effectiveness is not available or is not compelling, time at UNC-Chapel Hill will be used to collect sufficient evidence.

In addition to general Meet-the-Mark criteria for all faculty, each division can establish additional criteria for Meet-the-Mark. Additional criteria must be approved by the Adams School of Dentistry Dean, Associate Dean for Professional Development and Faculty Affairs and the PTAC chair. These additional criteria will be made available to division faculty by the division chair. For faculty below the rank of Full Professor, a discussion must ensue each year between the division chair and faculty member regarding their readiness and timing for their next promotion.

II. Variable Track

At the time of the offer letter, a new faculty member (assistant professor level) may be recruited with the possibility of later being moved to the tenure-track. The development of a new entry-level track called the **variable-track** would lead to the faculty member either changing to the tenure-track or the fixed-term track. This option may be appropriate for faculty who need additional time to establish themselves as a principal investigator on an independent investigator-initiated, non-mentored federal award or to reach other milestones important to faculty in the tenure track at their school/unit.

The variable track is a temporary track appointment at the Assistant Professor level and is intended to be used only for a small number of faculty members carefully recruited by the school. Positions for a variable track appointment require a national search; searches with fewer than 5 applicants require the Provost's approval. The variable track appointment is allowed for up to three years; after three years (year 4 of the appointment) the faculty member must decide which track to pursue (tenure track or fixed term). The division chair and faculty member must discuss the intended track one year before the decision is made and the new track begins. If the tenure track is selected, the tenure period (7 years) begins at the beginning of the 4th year (3 years in variable track + 7 years in tenure track). The faculty member does not have to wait seven additional years for promotion and tenure to occur if they have *met the mark*. They can use the 3 years in the variable track towards the 7 years to promotion and tenure. If a fixed term is selected, the time spent in the variable track may also be counted towards promotion.

A vote of the division full professors is required for a subsequent appointment to either the tenure track or the fixed-term track. Prior to switching from a variable track to either the tenure or fixed term track, a vote of the division full professors (and associate professors if applicable) is required. Appointments to the variable track will be reviewed as part of the annual report to the Provost on APT decisions.

The variable track option is not used for **track transitions** for existing fixed-term faculty members. In those cases, track transitions should be rare and based upon demonstrated excellence consistent with the accomplishments of other faculty members on the tenure-track in

the school. Reasons for a switch may be due to a counteroffer. On rare occasions a fixed term faculty member may receive an external offer for a promotion and tenured position. Any change in track would need to go through the established University processes for approval. Should initiation of a track change occur, the faculty member may count previous years or parts of previous service of work on the fixed term at UNC-CH pending dean and chair approval.

III. Tenure Track

A. Preamble

Each faculty member in the tenure track is expected to demonstrate evidence of exceptional scholarship in one of three areas: **research, clinical scholarship, or educational scholarship**. Excellence in more than one area will be considered outstanding. While all faculty members in the tenure track are expected to exhibit scholarship, it is important to emphasize that this activity may include: the scholarship of discovery; the scholarship of integration; the scholarship of application and the scholarship of teaching as described by Boyer (1997) ([Appendix B](#))

Every faculty member on the tenure track in the Adams School of Dentistry is also expected to make positive contributions to the teaching mission of the Adams School of Dentistry. Additionally, those faculty members who provide direct patient care are expected to do so in an exemplary manner, employing current, state-of-the-art, and evidence-based methods that are respected by patients and recognized by peers within the University and in the professional community. *When applicable*, clinicians are expected to be working toward or be Board Certified in their specialty (as expected within each specialty area) for promotion to associate professor. It is expected that the associate professor seeking promotion to full professor will have obtained Board Certification (as expected within each specialty area). All faculty are expected to conduct themselves in a professional manner in all circumstances and interactions. The extent to which a faculty member meets this obligation should be addressed in the Chair's letter of recommendation.

B. Meet-the-Mark Criteria for Promotion of Tenure Track

The promotion of tenure-track faculty member requires demonstrated and sustained evidence of both excellence and productivity in one of the following three areas: **research, clinical scholarship, or educational scholarship**. Faculty are expected to demonstrate progression and excellence in their academic activity and scholarship each year. While the criteria for promotion to full professor from associate professor with tenure is similar to the criteria for promotion from assistant professor to associate professor, faculty considered for promotion to full professor should demonstrate sustained, positive contributions to scholarship, teaching and the mentoring of junior faculty since being promoted to associate professor. In addition, faculty considered for promotion to full professor in the tenure track should demonstrate a record of international recognition in his or her discipline and in their area of emphasis, i.e., research, clinical scholarship, or educational scholarship. Specific Meet-the-Mark criteria for the three areas of scholarship are outlined in [Table 1](#).

C. Teaching

Teaching is required of all tenure track faculty members and should constitute a component of every faculty member's total effort. University requirements specify an assessment of teaching as part of any recommendation for reappointment, promotion and/or conferral of tenure. The teaching contribution should be addressed in the teaching statement (reflective statement),

summary of teaching activity, and the Chair's letter of recommendation. The teaching statement should be a component of the candidate's *Curriculum Vitae* and should include a summary of the candidate's activities as an educator and a statement describing the candidate's specific area(s) of expertise and accomplishments. The Chair's letter must include a paragraph documenting the faculty member's teaching contributions and placing the candidate's contributions (both their quality and quantity) into the overall context of the Division's teaching responsibilities. Teaching activities include undergraduate, professional, graduate and postgraduate teaching, course directorship, residency and fellowship directorship, and mentorship for professional, doctoral, pre-doctoral and post-doctoral students. See [Appendix C Excellence in Teaching: Quality, Innovation, Impact on Students, Degree of Responsibility](#). For faculty seeking promotion in the educational scholarship area, it is expected that the teaching responsibilities and contributions will be exemplary according to "Meet-the-Mark" criteria ([Table 1](#)).

Teaching Portfolio

A formal Teaching Portfolio is required for all candidates being recommended for promotion based on excellence in teaching ([Appendix D](#)). The Teaching Portfolio must be included as part of the candidate's dossier submitted to the Adams School of Dentistry Office of Human Resources. This portfolio must contain a teaching statement, a detailed summary of the candidate's teaching activities, and a summary of qualitative and quantitative evaluations of the candidate's teaching activities collected from students and peers. Teaching quality can be documented via student and peer evaluations, supporting letters from current or former students, and evidence of achievement of students (e.g., post-docs who have become independent researchers.) Teaching quality may also be evidenced by teaching awards, and/or recognition as an outstanding academic role model or mentor for dental, dental hygiene, graduate students, etc. Faculty should meet with the Associate Dean for Professional Development and Faculty Affairs to consult about the Teaching Portfolio.

D. Service

All faculty members are expected to demonstrate good citizenship through service activities for their Division, the Adams School of Dentistry, and the University. Faculty service activities also include interaction and engagement with communities outside the University. These communities would include the local community in which the faculty member resides or works. Professional service contributions by a candidate shall be considered as part of any decision regarding promotion and tenure.

Examples of professional service include:

1. Providing direct patient care in the Dental Faculty Practice or at off-site clinics
2. Providing continuing dental education at the UNC Adams School of Dentistry, AHEC, regional or national meetings
3. Providing peer review and service on curriculum committees
4. Participation on the committees of the faculty member's Division, Adams School of Dentistry, and/or the University
5. Providing important contributions as a faculty member in the operation, development, and improvement of the Division and/or Adams School of Dentistry
6. Serving on committees to develop clinical practice guidelines or to formulate healthcare policies

7. Providing service to the professional or lay community through education, consultation or other roles
8. Membership and active service on organizational boards or committees in leading national and international scientific associations of the faculty's discipline.
9. Serving in an editorial capacity or peer review capacity for publications in the faculty's discipline.

The Chair's letter must include a paragraph documenting the faculty member's service contributions and placing the candidate's contributions (both their quality and quantity) into the overall context of the Division's service responsibilities and activities.

Table 1. UNC Adams School of Dentistry Meet- the- Mark Criteria for Promotion to Associate or Full Professor on Tenure Track

Research	
Assistant Professor to Associate Professor with Tenure	Associate Professor to Full Professor with Tenure
Documentation from external letters of review that the candidate is an excellent researcher.	Documentation from external letters of reference that the candidate is an excellent researcher.
And	And
<p>Demonstration of scholarly productivity including:</p> <ul style="list-style-type: none"> • A record of original, peer reviewed research papers as first or senior author published in widely respected refereed journals and judged on their quality as well as the number of research publications since the faculty member became an assistant professor. Also important is the scholarship of faculty whose work is primarily part of collaborative/team research (where the faculty is listed as other than first and last on publications). • Authorship of important review articles, chapters, books, and other forms of enduring scholarly work and communication are additional important indicators of research scholarship. • First or senior author on research posters, abstracts presented at national / international meetings via a competitive submission and acceptance process. An exception in author order is for faculty who are team scientists. • If the candidate is significantly involved in inter or multidisciplinary research activities or team science, their exact role in such activities should be fully documented through a supplemental letter from the PI or lead investigator overseeing the project or body of research. 	<p><i>Sustained demonstration</i> of scholarly productivity since the candidate became an Associate Professor including:</p> <ul style="list-style-type: none"> • A record of significant and high impact original, peer-reviewed research papers as first or senior author in widely respected refereed journals, judged on quality as well as the quantity of research publications while in rank as an associate professor. Also important is the scholarship of faculty whose work is primarily part of collaborative/team research (where the faculty is listed as other than first and last on publications). • Authorship of important review articles, chapters, books, and other forms of enduring scholarly work and communication are additional indicators of research scholarship. • First or senior author on research posters, abstracts presented at national / international meetings via a competitive submission and acceptance process. An exception in author order is for faculty who are team scientists. • If the candidate is significantly involved in inter or multidisciplinary research activities or team science, their exact role in such activities should be fully documented.
And	And
<p>A record of external grant support as a principal investigator, co-investigator or independent researcher, such as:</p> <ul style="list-style-type: none"> • At least one active investigator-initiated grant from federal funding sources or equivalent, or • Significant alternative funding sources (e.g., industry, foundations) and evidence of excellent potential for continued future funding <p>The exception to this requirement is if the faculty member is a collaborative team scientist whose participation has made a substantial contribution to design, implementation, analysis and/or dissemination of the research.</p>	<p>Record of <i>sustained external grant support</i> as an independent researcher, evidenced by a history of maintaining at least one active investigator-initiated grant from</p> <ul style="list-style-type: none"> • Federal funding or its equivalent on which the candidate is the principal investigator, and/or • Significant alternative funding sources (e.g., industry, foundations) and evidence of excellent potential for continued future funding <p>The exception to this requirement is if the faculty member is a collaborative team scientist whose participation has made a substantial contribution to design, implementation, analysis and/or dissemination of the research.</p>
And	And
Demonstration that the candidate has an emerging national or international reputation for his or her research by:	Evidence the candidate is recognized at a national or international level for their professional contributions such as:

<ul style="list-style-type: none"> • Invitations to present research results at prestigious national conferences or symposia, • Election to office in national academic and/or professional societies, • Participation on NIH study sections or grant review panels, • Membership on the editorial boards of prominent journals, or • Serving as a reviewer for major journals in the candidate's field, • Editorship of prominent journals • Participation on extramural non-review scientific committees (e.g., federal, industry, or its equivalent), foundations, or • Recipient of national scientific awards 	<ul style="list-style-type: none"> • Invitations to present research results at prestigious national conferences or symposia, • Election to office in national academic and/or professional societies, • Participation in or leading NIH study sections or grant review panels, • Membership on the editorial boards of prominent journals, or • Serving as a reviewer for major journals in the candidate's field • Editorship of prominent journals, • Participation on extramural scientific committees (e.g., federal, industry, or its equivalent), foundations, or • Recipient of national scientific awards
And	And
<p>Evidence that candidate is working towards Board Certification in their specialty area (when applicable)</p> <p>Evidence that the candidate will continue to be productive and an asset to the institution throughout their career.</p>	<p>Completed Board Certification in their specialty area (when applicable)</p> <p>Evidence that the candidate will continue to be productive and an asset to the institution throughout their career.</p> <p>Evidence that the candidate is mentoring junior faculty, residents, junior investigators, etc. Evidence may be demonstrated by mentoring students and junior faculty where the student / junior faculty is first author on publications and research presentations.</p>
Clinical Scholarship	
Assistant Professor to Associate Professor with Tenure	Associate Professor to Full Professor with Tenure
Documentation from external letters of review that the candidate is an excellent clinician and has contributed to a body of clinical scholarly publications.	Documentation from letters of reference that the candidate is an excellent clinician and has contributed to the body of clinical scholarship knowledge.
And	And
<p>Demonstration of clinical scholarship productivity including:</p> <ul style="list-style-type: none"> • A record of publications involving clinical activities as a first or senior author in peer reviewed journals since the candidate became an assistant professor, as well as consideration of impact and significance of the research, quality of publications. Also important is the scholarship of faculty whose work is primarily part of collaborative/team research (where the faculty is listed as other than first and last on publications). • Authorship of important review articles, chapters, books, and other forms of enduring scholarly work and communication that are additional indicators of clinical scholarship. • First or senior author on research posters, abstracts presented at national / international meetings via a competitive submission and acceptance process. 	<p><i>Sustained demonstration</i> of substantial clinical scholarship since the faculty member became an Associate Professor including:</p> <ul style="list-style-type: none"> • A record of publications involving clinical activities as a first or senior author in peer reviewed journals since the candidate became an assistant professor, as well as consideration of impact and significance of the research, quality of publications. Also important is the scholarship of faculty whose work is primarily part of collaborative/team research (where the faculty is listed as other than first and last on publications). • Authorship of important review articles, chapters, books, and other forms of enduring scholarly work and communication that are additional indicators of clinical scholarship. • First or senior author on research posters, abstracts presented at national /

<p>An exception in author order is for faculty who are team scientists.</p> <ul style="list-style-type: none"> • If the candidate is significantly involved in inter or multidisciplinary research activities (IPE) or team science, their exact role in such activities should be fully documented through a supplemental letter from the PI or lead investigator overseeing the project or body of research. 	<p>international meetings via a competitive submission and acceptance process. An exception in author order is for faculty who are team scientists.</p> <ul style="list-style-type: none"> • Additionally, if the candidate is significantly involved in inter or multidisciplinary research activities (IPE) or team science, their exact role in such activities should be fully documented through a supplemental letter from the PI or lead investigator overseeing the project or body of research.
And	And
<p>Evidence that the candidate has an emerging national or international reputation for his or her professional contributions to clinical research by:</p> <ul style="list-style-type: none"> • National reputation and success in clinical trials or new drug discoveries, • Record of external grant support, • Patient referrals from a multi-state or national area, • Participation in national boards and leadership groups within the candidate's field (e.g., board examiner, specialty boards, site visitor, etc.), • Invitations to present at prestigious regional and national conferences or symposia, • Participation in NIH study sections or grant review panels, • Membership on the editorial boards of prominent journals, • Editorship of prominent journals, • Participation in government or foundation scientific advisory committees, • Awards from professional organizations. 	<p>Evidence that the candidate is recognized at a national or international level for their professional contributions to clinical research, such as:</p> <ul style="list-style-type: none"> • National reputation and success in clinical research • Record of external grant support, • Patient referrals from a multi-state, national or international area, • Participation in national or international boards and leadership groups within the candidate's field (e.g., board examiner, specialty boards, site visitor, etc.), • Invitations to present at prestigious national or international conferences or symposia, • Invited professorships at other academic institutions, • Participation in NIH study sections or grant review panels, • Membership on the editorial boards of prominent journals, • Editorship of prominent journals, • Participation in government or foundation scientific advisory committees, • Awards from professional organizations.
And	And
<p>Evidence that candidate is working towards Board Certification in their specialty area (when applicable)</p> <p>Evidence that the candidate will continue to be productive and an asset to the institution throughout their career.</p>	<p>Completed Board Certification in their specialty area (when applicable)</p> <p>Evidence that the candidate will continue to be productive and an asset to the institution throughout their career.</p> <p>Evidence that the candidate is mentoring junior faculty, residents, junior investigators, etc. Evidence may be demonstrated by mentoring students and junior faculty where the student / junior faculty is first author on publications and research presentations.</p>
Educational Scholarship	
Assistant Professor to Associate Professor with Tenure	Associate Professor to Full Professor with Tenure
Documentation from external letters of review that the candidate is an excellent educator and has contributed to the body of educational scholarship knowledge.	Documentation from letters of reference that the candidate is an excellent educator and has contributed to the body of educational scholarship knowledge.

It is expected that the teaching responsibilities and contributions will be exemplary.	It is expected that the teaching responsibilities and contributions will be exemplary.
And	And
<p>Demonstration of educational scholarship productivity including:</p> <ul style="list-style-type: none"> • A record of publications on teaching and learning as a first or senior author in peer reviewed journals since the candidate became an assistant professor, as well as consideration of impact and significance of the research, quality of publications, and to faculty whose work is primarily part of collaborative/team research. Also important is the scholarship of faculty whose work is primarily part of collaborative/team research (where the faculty is listed as other than first and last on publications). • Authorship of review articles, chapters, books, and other forms of enduring scholarly work and communication. • First or senior author on research posters, abstracts presented at national / international meetings via a competitive submission and acceptance process. An exception in author order is for faculty who are team scientists. • Publication of innovative or novel educational approaches • Textbook authorship or editorship • Electronic and online educational resource development • Development of original and innovative educational programs, methods, or educational materials for graduate students, post-graduates, dental and dental hygiene students, residents and fellows. • Development of continuing education programs for outside professionals and the public. • Attainment of grant support for educational programs or educational research • If the candidate is significantly involved in inter or multidisciplinary research activities (IPE) or team science, their exact role in such activities should be fully documented through a supplemental letter from the PI or lead investigator overseeing the project or body of research. 	<p><i>Sustained demonstration</i> of scholarly productivity since the candidate became an Associate Professor including:</p> <ul style="list-style-type: none"> • A record of publications on teaching and learning as a first or senior author in peer reviewed journals since the candidate became an associate professor, as well as consideration of impact and significance of the research, quality of publications and to faculty whose work is primarily part of collaborative/team research. Also important is the scholarship of faculty whose work is primarily part of collaborative/team research (where the faculty is listed as other than first and last on publications). • Authorship of review articles, chapters, books and other forms of enduring scholarly work and communication. • First or senior author on research posters, abstracts presented at national / international meetings via a competitive submission and acceptance process. An exception in author order is for faculty who are team scientists. • Publication of innovative or novel educational approaches • Textbook authorship or editorship • Electronic and online educational resource development • Development of original and innovative educational programs, methods, or education materials for undergraduates, graduate students, post-graduates, residents and fellows, • Development of continuing education programs for outside professionals and the public. • Attainment of grant support for educational programs or educational research • If the candidate is significantly involved in inter or multidisciplinary research activities (IPE) or team science, their exact role in such activities should be fully documented through a supplemental letter from the PI or lead investigator overseeing the project or body of research.
And	And
<p>A description of how the educational scholarship of the candidate has been applied to, and positively impacted his or her own teaching activities, including:</p> <ul style="list-style-type: none"> • A formal Teaching Portfolio, containing: <ul style="list-style-type: none"> ○ A teaching statement ○ A detailed summary of the candidate's teaching activities ○ A summary of qualitative and quantitative evaluations of the candidate's teaching activities collected from students and peers 	<p>A description of how the educational scholarship of the candidate has been applied to, and positively impacted his or her own teaching activities, including:</p> <ul style="list-style-type: none"> • A formal Teaching Portfolio, containing: <ul style="list-style-type: none"> ○ A teaching statement ○ A detailed summary of the candidate's teaching activities ○ A summary of qualitative and quantitative evaluations of the candidate's teaching activities collected from students and peers

And	And
<p>Evidence that the candidate has an emerging national or international reputation for his/her professional contributions to teaching and learning by:</p> <ul style="list-style-type: none"> • Participation in leading national educational societies and boards of the candidate's field • Participation in regional or national boards and leadership groups (e.g., ADEA, ADA, professional organizations) • Invitations to present at prestigious regional and national conferences or symposia • Participation in grant review panels, • Membership on the editorial boards of prominent journals • Serving as a reviewer for major journals in the candidate's field • Participation in committees advisory to government or foundations • Awards from professional organizations 	<p>Evidence that the candidate is recognized at a national or international level for their professional contributions to teaching and learning by:</p> <ul style="list-style-type: none"> • Membership and participation in leading national or international educational societies and boards of the candidate's field • Participation in national boards and leadership groups (e.g., ADEA, ADA, professional organizations) • Invitations to present at prestigious national or international conferences or symposia • Participation in grant review panels, • Membership on the editorial boards of prominent journals • Editorship of prominent journals • Awards from professional organizations
And	And
<p>Evidence that candidate is working towards Board Certification in their specialty area (when applicable)</p> <p>Evidence that the candidate will continue to be productive and an asset to the institution throughout his or her career.</p>	<p>Completed Board Certification in their specialty area (when applicable)</p> <p>Evidence that the candidate will continue to be productive and an asset to the institution throughout his or her career.</p> <p>Evidence that the candidate is mentoring junior faculty, residents, junior investigators, etc. Evidence may be demonstrated by mentoring students and junior faculty where the student / junior faculty is first author on publications and research presentations.</p>

E. Timing of Appointments, Reappointments and Promotion of Tenure Track Faculty

In the Adams School of Dentistry, there are four ranks in the tenure track: Instructor, Assistant Professor, Associate Professor, and Professor. Each rank in the tenure track beyond that of Instructor has its own specified term length, builds on the experience of the prior rank, and progresses toward conferral of tenure, which normally occurs when an individual is promoted from Assistant Professor to Associate Professor. Prior time in rank at other institutions may be counted in the timeline for appointment and promotion recommendations at UNC, although this is not an absolute requirement. The offer letter to a prospective candidate should explain how previous career experience as a faculty member would relate to the timing and criteria of a possible promotion and/or tenure review at UNC-Chapel Hill.

Because of illness, requirements of childbirth or childcare, or other compelling circumstances, a faculty member holding a probationary appointment at the rank of Assistant or Associate Professor may request a written *memorandum of amendment* to extend the term of the current appointment (the extension granted cannot exceed a total of 24 months) and thereby the maximum probationary period with no resulting change in normal employment obligations. If possible, this type of request should be initiated not later than 24 months before the end of the term to which it is to apply and must be initiated before the process for evaluating the faculty member for reappointment has begun. The Chair, Dean, and Chancellor must approve this request. <https://academicpersonnel.unc.edu/faculty-policies-procedures-guidelines/faculty-appointments/tenure-track-appointments/extension-of-tenure-clock-probationary-term-of-appointment/>

Instructor

The rank of Instructor in the tenure track may be considered for initial appointments. For the purposes of this document, there is no substantive difference between an Instructor in the tenure track or the fixed-term track.

Assistant Professor

An Assistant Professor normally serves two probationary terms. The first of these is 4 years in duration, and the second is (technically) 3 years. However, in most cases, the promotion from Assistant to Associate Professor will become effective at the beginning of the 7th year. It is important to emphasize that the *Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill* require that both final approval of reappointment to the second probationary term and of promotion to Associate Professor after the second probationary term must occur a full year before the end of the preceding term. Therefore, the review for reappointment to a second probationary term starts at the beginning of the 3rd year of the initial probationary term, and review for promotion to Associate Professor starts at the beginning of the 2nd year of the second probationary term. These reviews are initiated by the Chair, in consultation with the assembled tenured Full Professors and Associate Professors of the Division and then reviewed by PTAC and the FPAC prior to campus review committees. It should be considered a rare event for an assistant professor to be considered for promotion at the time of the first reappointment as a probationary assistant professor. Consideration for promotion and/or tenure with a submitted dossier should not generally occur in less than four years at UNC-Chapel Hill (except for those with years of previous experience that is recognized in the letter of offer). However, unusually high levels of accomplishment may be considered in the timing of an earlier promotion or tenure review according to “Meet-the-Mark” criteria of the division.

<https://facultyhandbook.unc.edu/files/2018/11/2018-11-15-Trustee-Policies-and-Regulations-Governing-Academic-Tenure.pdf>

If after the probationary period(s) a faculty member wishes to change from tenure-track to fixed-term track they are required to submit a written request that by doing so relinquishes any/all tenure associated rights. The request is then reviewed through the APT review process.

If after probationary period(s) a division does not wish to reappoint a faculty member on the tenure track there is a full review process involving the Division Chair, the Associate Dean for Professional Development and Faculty Affairs, the Adams School of Dentistry HR Office, Academic Personnel Office, and University Council. A faculty member must be notified at least 12 months in advance of their probationary end date that the decision to not reappoint has been made.

There are two options when a faculty member is not promoted to Associate Professor after his or her 6th or 7th year as an Assistant Professor. In certain instances, the faculty member may be considered as a candidate for a position in the fixed-term track. More typically, however, the faculty member will need to seek employment elsewhere. It is for this reason that the review and outcome concerning the promotion must be completed a full year before the end of the probationary term.

Associate Professor

Probationary Associate Professor. If a faculty member is initially given a 5-year appointment at the rank of Associate Professor without tenure, his or her review for reappointment as Associate Professor with tenure should be initiated after year 3 of the probationary term and when Meet-the-Mark criteria has been accomplished. The reappointment as Associate Professor with tenure, which must be approved by the UNC Board of Trustees, may be effective as early as the beginning of the 5th year and no later than the beginning of the 6th year depending on the timing of all levels of review. Deferring review is not an option for a probationary Associate Professor unless because of illness, requirements of childbirth or childcare, or other compelling circumstances, the faculty member holding a probationary appointment at the rank of Associate Professor may request a written *memorandum of amendment* to extend the term of the current appointment (not to exceed 12 months) and thereby the maximum probationary period with no resulting change in normal employment obligations.

When a faculty member is given an initial appointment at the rank of Associate Professor without tenure and is subsequently reappointed as Associate Professor with tenure, he or she must be reviewed again in 5 years (and then not less frequently than every 5th year thereafter) to determine his/her qualifications for promotion to the rank of Full Professor.

If after the probationary period(s) a faculty member wishes to change from tenure-track to fixed-term track they are required to submit a written request to the Division Chair that by doing so relinquishes any/all tenure associated rights.

If after probationary period(s) a department does not wish to reappoint a faculty member on the tenure track there is a full review process involving the Division Chair, the Associate Dean for Professional Development and Faculty Affairs, the Adams School of Dentistry HR Office, Academic Personnel Office, and other appropriate offices. Additional steps will follow the Trustee policies. A faculty member must be notified at least 12 months in advance of their probationary end date that the decision to not reappoint has been made. Options following this

decision are change to fixed-term track or separation from the UNC Adams School of Dentistry.

Tenured Associate Professor. The review of an Associate Professor with tenure is initiated when Meet- the- Mark criteria has been met or at the beginning of the 5th year in rank as an Associate Professor. This review is initiated by the Division Chair, in consultation with the assembled tenured Full Professors of the Division. This review, which takes place during the 5th year may, but need not, include consultation with reviewers external to the University. However, letters from at least 4 external reviewers must accompany any recommendation for promotion.

The outcome of the 5th year review shall be one of the following: 1) a decision to recommend promotion to Full Professor; or 2) a decision not to promote, but to review again at a period not to exceed 5 years from the date of the initial 5 year review and no less often than every five years thereafter. If the decision is not to recommend promotion, the Full Professors should provide specific recommendations on how the candidate can prepare for the next review. As stated in the guidelines for post-tenure review defined by the UNC-Chapel Hill Board of Trustees, by the UNC Board of Governors, and by the Adams School of Dentistry Post-Tenure Review Policy (<https://academicpersonnel.unc.edu/wp-content/uploads/sites/1069/2020/02/SOD-PTRP.pdf>), the performance of all tenured faculty members must be reviewed every five years. If the intradivisional review at five years results in a recommendation for promotion, the evaluation for promotion will replace the post- tenure review for that cycle.

The permanent rank of Associate Professor should be considered acceptable and honorable attainment rather than as an inevitable step on the path to Full Professorship. Promotion to the rank of Full Professor represents the highest academic award ordinarily available within the institution and is considered exceptional if the candidate has spent less than 5 years in rank as an Associate Professor.

Professor

After a faculty member has been promoted to the rank of Full Professor, his or her performance is reviewed every 5 years according to guidelines for post-tenure review defined by the UNC-Chapel Hill Board of Trustees and by the UNC Board of Governors, and by the Adams School of Dentistry Post-Tenure Review Policy (<https://academicpersonnel.unc.edu/wp-content/uploads/sites/1069/2020/02/SOD-PTRP.pdf>). However, in the case of Full Professors who also hold senior administrative appointments in the Adams School of Dentistry (i.e., Division Chair, Executive Dean, Vice Dean, Associate Dean etc.), Post-Tenure Review is conducted as a part of their administrative review that occurs every five years from the date of the administrative appointment.

Post-Tenure Review

The UNC-Chapel Hill Board of Trustees and the UNC Board of Governors have defined Guidelines for the Post-Tenure Review of all faculty members with tenure. Therefore, each tenured faculty member in the Adams School of Dentistry will undergo a rigorous review once every 5 years. With the exception of those Full Professors described in the paragraph above who hold senior administrative appointments, these Post-Tenure Reviews will be conducted under the Adams School of Dentistry guidelines for Post-Tenure Review.

<https://academicpersonnel.unc.edu/wp-content/uploads/sites/1069/2020/02/SOD-PTRP.pdf>

F. Process for Appointment, Reappointment, and Promotion of Tenure Track Faculty

It is the Division Chair's responsibility to make available to each faculty member the APT criteria and guidelines of the University, the School, and the Division, as well as explain the process for the promotion of tenure track faculty. These materials must be presented to each faculty member before his or her initial employment, and at the beginning of the year in which each subsequent review is scheduled to take place. The faculty member may also meet with the Associate Dean for Professional Development and Faculty Affairs for guidance regarding criteria and format of materials for the dossier. A record of these discussions must be maintained in the divisional personnel file where a faculty member's primary appointment is held.

The Division Chair initiates all recommendations for appointment, reappointment, and promotion. The assembled tenured Full Professors in the Division (and tenured Associate Professors for decisions concerning tenure track assistant professors) must be consulted regarding the recommendation. In the case of a faculty member being recruited who specializes in a discipline that is not well represented among the established Adams School of Dentistry Divisions, the Chair's letter recommending the initial appointment must assure the Dean that a thorough peer review has been conducted. When a joint appointment is being proposed, the joint division is consulted and encouraged to concur in the action.

Promotion Dossier

[Appendix E](#) lists items that are included in the promotion dossier of each candidate reviewed for promotion to assistant, associate and full professor in either the tenure track or fixed term track. It is the primary responsibility of the faculty candidate to ensure that the APT dossier is complete so that the review committees will have full access to all information.

Division Chair Letter

[Appendix F](#) lists essential elements required in the division chair letter that is part of the promotion dossier.

Committee Review of Candidate Dossiers

The Intradivisional Review:

At the individual division level, an intradivisional Full Professors committee convenes, consisting of at least three tenured professors and, if appropriate, tenured Associate Professors. If a Division has more than three tenured professors all will be invited to participate and a quorum must vote. This committee reviews Assistant Professors who are being evaluated for reappointment to a second term as an Assistant Professor and also Assistant Professors seeking promotion to Associate Professor and Associate Professors seeking promotion to Full Professor. The intradivisional committee reviews the CV of the candidate, external letters (not required for reappointments to a second term) and a draft Teaching Portfolio (for educational scholarship only) and makes a recommendation to the Division Chair. Both positive and negative decisions regarding promotion and tenure will be included in the Division Chair's letter and forwarded by the division to the Adams School of Dentistry Human Resources Office for further review by the PTAC and the Adams School of Dentistry Full Professors Advisory Committee.

In divisions with fewer than three Full Tenured Professors, the following arrangements will be made:

- For reviews for reappointment to a second term as an Assistant Professor or promotion to Associate Professor, there must be at least three tenured Full Professors and/or Associate Professors with tenure on the divisional review committee.
- If a division has fewer than three Full Professors, the tenured Associate Professors in the division will meet with the existing tenured Full Professors to review the candidate's CV and supporting documentation.
- In the case where there are fewer than three Full and Associate Professors with tenure, the Division Chair shall consult with the Full Professor(s) and designate one or more Full Professors from outside the division, who along with the existing full and/or tenured Associate Professors, will comprise the divisional review committee.
- In the case where there are no Full Professors, the Division Chair, in consultation with the Dean, shall appoint one or more Full Professors to sit on the divisional review committee in conjunction with existing tenured Associate Professors. There must always be at least one Full Professor on the divisional review committee.
- For promotion to Full Professor, the committee must consist of at least three tenured Full Professors. If there are fewer than three Full Professors, the Division Chair shall meet with the existing Full Professors of the division and designate one or more Full Professors from outside the division to sit on the divisional review committee. If there are no Full Professors in the division, the Division Chair will designate, in consultation with the dean, Full Professors from outside the division to serve on the review committee.

Any negative votes and abstentions in the intradivisional review should be explained and the justification included in the Chair's letter. After consultation with the assembled Full Professors, the Chair forwards the recommendation to the Dean (via the Adams School of Dentistry Human Resources Office).

Before final approval, each appointment, reappointment, and/or promotion in the tenure track is reviewed at several institutional levels (see below). The number of committees that review the packet depends upon whether the action being proposed is for a probationary appointment, to confer tenure, or to promote an individual who has already been granted permanent tenure. In each case, it is essential that the process is initiated with sufficient lead-time such that the process will be completed before the effective date that is required for the specific action under consideration.

All appointments, reappointments, and promotions that confer permanent tenure, and promotions subsequent to the conferral of tenure, are reviewed by the Promotion and Tenure Advisory Committee (PTAC) and the Full Professors Advisory Committee (FPAC). Probationary appointments that occur at the ranks of Instructor, Assistant Professor, or Associate Professor are reviewed by the FPAC only. Final approval for all appointments, reappointments, and/or promotions in the tenure track (whether probationary or not) resides with the UNC Board of Trustees, subsequent to further committee review at the University level.

Adams School of Dentistry Promotion and Tenure Advisory Committee

The Adams School of Dentistry has one Promotion and Tenure Advisory Committee (PTAC). This committee serves in an advisory capacity to the Dean.

The Committee consists of seven full-time faculty members. Three are elected by the faculty: one full, one associate, and one assistant professor and four are appointed by the Dean of the Adams School of Dentistry: one full, one associate (tenured), and one assistant professor from the Adams School of Dentistry and one tenured faculty member outside the Adams School of Dentistry. One member of the committee is appointed as Chair by the Dean. The committee includes individuals with scientific, clinical, and teaching expertise. Each individual member is appointed for a 3-year term.

The Committee reviews the following recommendations: appointments to a second term on the tenure track, initial appointments of tenured Associate Professors, promotions of Assistant Professors to Associate Professors conferring tenure, and reappointments of probationary Associate Professors to the rank of Associate Professor with tenure, initial appointments at the rank of Full Professor and all promotions from Associate Professor to Full Professor.

Individual PTAC members will be excused when a candidate from their specialty area in their home division is being evaluated or if a member discloses a conflict of interest. When a member of the home division of the committee chair (candidate is in the same specialty area as PTAC chair) is being evaluated, the committee chair will be excused and a replacement committee chair will be appointed by the Dean or his/her designee from the PTAC membership. If a quorum is not met because of recusals, the Dean or his/her designee will appoint replacement PTAC members at the same rank and track as those excused on an ad hoc basis.

The committee reviews the documentation contained in the packet that has been submitted; seeks verification or any new information that may be deemed necessary; and then reports its findings and recommendation to the Dean. An official vote of the committee, which should be taken by secret ballot either in paper format or electronically, requires a quorum of two-thirds of the committee. A copy of the material is kept on file in the Adams School of Dentistry Human Resources Office. Any negative votes and abstentions should be justified and the justification included in the PTAC report to the Dean.

Full Professors' Advisory Committee:

The Full Professors of the Adams School of Dentistry receive and review the documents supporting each appointment, reappointment, or promotion recommendation. These documents include the letter of recommendation from the Division Chair to the Dean, all submitted letters of support, and a copy of the faculty member's current *Curriculum Vitae*. The PTAC Report is communicated to the members present at the FPAC meeting. The Full Professors committee vote to approve or disapprove each candidate. All Full Professors, regardless of track, may be present for discussions. However, only tenured Full Professors may vote on appointments related to tenure track appointments or promotions. Ultimately, however, the final decision rests with the Dean who has authority to override recommendations of the PTAC Committee and/or the FPAC

Thus, if the Dean's final decision is to approve the promotion, the entire packet is forwarded to the University for its further review and concurrence. Following approval by the University, the Chancellor sends a formal appointment letter to the faculty member.

Additional review is required by the *Health Sciences Advisory Committee* and the *Appointment, Promotion and Tenure (APT) Committee* in the Office of the Executive Vice Chancellor and Provost. Final review and approval is conducted by the UNC Board of Trustees.

G. Negative Decisions for Faculty in the Tenure Track

Negative decisions on faculty promotions or reappointments may occur at either the division or School level. At the division level, the following types of reappointment or promotion are subject to review:

1. To reappoint an Instructor at the same rank
2. To promote an Instructor to Assistant Professor
3. To reappoint an Assistant Professor for a second probationary term
4. To reappoint an Assistant Professor at the same rank with tenure (rare)
5. To promote an Assistant Professor to Associate Professor
6. To promote an Assistant Professor with tenure to Associate Professor when made in the course of subsequent mandatory reviews
7. To reappoint an Associate Professor at the same rank with tenure
8. To promote an Associate Professor without tenure to Professor when made in the course of subsequent mandatory reviews
9. To promote an Associate Professor with tenure to Professor when made in the course of subsequent mandatory reviews

All negative divisional decisions concerning promotion must be fully explained in a letter from the Division Chair to the faculty member. The Chair also must fully explain a negative divisional decision concerning promotion in a letter that is submitted to the Dean (via the Adams School of Dentistry Human Resources Office). The Chair's submission to the Dean should also include an updated *Curriculum Vitae* for the specific faculty member.

The specific faculty member in question may appeal a negative decision within 14 calendar days after receiving written notice of non-reappointment or non-promotion. The Associate Dean for Professional Development and Faculty Affairs selects an external reviewer, typically a Division Chair from another division, for this role. The faculty member is given the opportunity to submit any written materials to the external reviewer. In conducting the review of a divisional decision not to reappoint or promote, the external reviewer is authorized to consider both the merits of the decision itself and the procedures that were employed in reaching the decision. The external reviewer may recommend to the Dean that the appointing division reconsider the decision not to reappoint or promote under such instructions as may be appropriate. The recommendation of the external reviewer is merely recommendatory and not binding upon the division chair, nor final, as to the faculty member. The Division chair must notify the faculty member within seven calendar days after receipt of the external reviewer's recommendation if that recommendation involves a disagreement with the initial decision or recommendation for its reconsideration. A faculty member's failure to abide by the timelines specified herein shall finalize the reappointment decision and terminate the faculty member's otherwise available recourse to further review by the external reviewer, the Chancellor, and/or the Board of Governors.

Negative decisions made at the divisional level are provided to the Full Professors Advisory Committee for informational purposes only.

At the School level, the types of reappointment or promotion subject to review include those

indicated above (1-9 only). Negative decisions may occur at the level of the PTAC Committee, the Full Professors Advisory Committee, the Dean, or the Dean's designee.

The PTAC Committee may recommend approval or denial of a proposed appointment, reappointment, or promotion. Additionally, the committee may return the recommended action to the division, either to improve it within the existing time constraints or to allow more time in rank to accrue before the proposal is resubmitted. If the PTAC Committee returns the proposal to the division for either of these reasons, the Chair of the PTAC Committee submits a letter of explanation to the Division Chair. In the case of a recommendation against promotion by the PTAC Committee, the Chair has two options: 1) to follow the recommendation of the PTAC Committee, or 2) to bring the proposal forward to the Dean and Full Professors Advisory Committee as submitted by the division.

A negative decision by the Dean is immediately communicated to the Division Chair, who is given a reasonable opportunity to provide further information. In addition, the Chair must immediately notify the individual faculty member of the decision. The Dean provides the Executive Vice Chancellor and Provost with appropriate documentation and justification of the decision. This documentation includes a copy of the letter from the Chair to the Dean; a copy of the letter from the Chair to the faculty member; and a copy of the faculty member's current *Curriculum Vitae*. In the case of a negative divisional decision, letters from external reviewers are not required to accompany the materials submitted from the Chair to the Dean and from the Dean to the Executive Vice Chancellor and Provost.

The Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill describes the process of review that is provided for a faculty member who has been notified of a decision not to be reappointed upon expiration of a probationary term. <https://facultyhandbook.unc.edu/files/2018/11/2018-11-15-Trustee-Policies-and-Regulations-Governing-Academic-Tenure.pdf>

IV. Fixed-Term Track

A. Preamble

Fixed-term faculty members are absolutely vital to the success of the Adams School of Dentistry and most of these individuals serve in roles that are critical to its various missions. Fixed-term faculty members whose focus is clinical activity include the range of individuals in the Adams School of Dentistry whose roles and contributions are vital to the School's multiple missions, but whose activities and accomplishments are incompatible with the criteria that the University requires of its tenure track faculty.

Fixed-term faculty members whose focus is research include individuals who make major contributions to the research mission of the Adams School of Dentistry. In some cases, these individuals go on to obtain their own, independent, peer-reviewed grant support, and may thus become logical candidates for tenure track positions if and when such positions become available. In other cases, however, they remain as permanent members of the fixed-term track, often filling important institutional roles either by directing or by serving as key members of institution-wide core laboratory facilities.

As with faculty members on the tenure track, fixed-term faculty are also expected to make positive contributions to the teaching mission of the Adams School of Dentistry. When applicable, clinicians are expected to be working toward or be Board Certified in their specialty

(as expected within each specialty area).

It is important to emphasize that decisions regarding the promotion of fixed-term faculty members are separate from decisions regarding the employment of such individuals. Decisions about employment, including **initial appointment and reappointment**, remain the sole responsibility and prerogative of the Chair, in consultation with the assembled Full Professors of his or her division. It is important to understand, however, that the University considers the change in rank of a fixed-term faculty member to be an initial appointment at a higher rank rather than as a promotion.

Except for the official appointment letters and personnel action forms that must be completed to process appointments, reappointments, and promotions, the titles of fixed-term faculty members do not have any adjective/qualifier associated with them. Thus, these individuals are referred to as “*Instructor*,” “*Assistant Professor*,” “*Associate Professor*,” or “*Professor*.” As has been customary, part-time faculty members (i.e., less than 50% total paid effort), as well as community-based clinicians and others who serve on a voluntary basis, will continue to use such modifiers as: “*Clinical*,” “*Research*,” or “*Adjunct*” along with their academic rank title (e.g., Clinical Assistant Professor, Adjunct Professor, etc.).

Fixed-term faculty members who have successfully completed an initial appointment or have otherwise demonstrated their effectiveness and contribution to the various missions of the Adams School of Dentistry may be offered renewable employment contracts that range in length from one to five years. Such contracts, however, must always be contingent on the continued availability of funds, including funds generated by the individual’s own productivity. Fixed-term faculty members on contracts longer than one year must receive at least a six-month notice of non-reappointment, while those on one-year contracts must receive at least a 60-day notice of non-reappointment. Formal notification of non-reappointment will be provided via email to the faculty member’s email address with the term’s expiration date clearly noted.

B. Meet-the-Mark Criteria for Promotion of Fixed-Term Faculty

The promotion of a fixed-term faculty member requires demonstrated evidence of both excellence and productivity in one of the following four areas: **clinical activity, teaching research, and administration**. It is important to emphasize that divisions may allow promotion based on excellence in administration only in the fixed-term track. Faculty are expected to demonstrate progression and excellence in their academic activity and productivity each year for at least 4 years before they are considered for promotion and Meet-the-Mark criteria have been met. In addition, the candidate being considered for promotion to Full Professor on the fixed-term track should show continued excellence in one of the four areas (Clinical Activity, Teaching, Research, and Administration) since promotion to Associate Professor. They should also show evidence of the mentoring of junior faculty and students. Specific Meet-the-Mark criteria for these four areas are outlined in [Table 2](#).

The Adams School of Dentistry does not mandate that fixed-term faculty achieve national reputations in their given area(s), nor does the School insist that they demonstrate evidence of scholarly productivity (e.g., publication of scholarly articles and chapters). However, some scholarly activity (in the broadest sense) is expected of each faculty member. For example, a fixed-term faculty member may collaborate with other investigators, co-author peer reviewed papers, develop innovative teaching materials, author book chapters etc., thus contributing to the

scholarly mission of the Adams School of Dentistry.

Additionally, those faculty members who provide direct patient care are expected to do so in an exemplary manner, employing current, state-of-the-art methods that are respected by patients and peers within the University and in the professional community. When applicable, clinicians are expected to be working toward or be Board Certified in their specialty (as expected within each specialty area). All faculty are expected to conduct themselves in a professional manner in all circumstances and interactions. The extent to which a faculty member meets this obligation should be addressed in the Chair's letter of recommendation

C. Teaching

Teaching is considered to be an important activity of the Adams School of Dentistry, and all candidates for promotion in the fixed-term track must demonstrate positive contributions to this mission. University requirements include an assessment of teaching as part of any recommendation for reappointment or promotion. The teaching contribution should be addressed in the teaching statement, summary of teaching, and the Chair's letter of recommendation. The teaching statement should be a component of the candidate's *Curriculum Vitae* and should include a summary of the candidate's activities as an educator and a statement describing the candidate's specific area(s) of expertise and accomplishments. The Chair's letter must include a paragraph documenting the faculty member's teaching contributions and placing the candidate's contributions (both their quality and quantity) into the overall context of the Division's teaching responsibilities. See [Appendix C Excellence in Teaching: Quality, Innovation, Impact on Students, Degree of Responsibility](#)

Teaching activities include undergraduate, professional, graduate and postgraduate teaching, course directorship, residency and fellowship directorship, and mentorship for undergraduate, professional, doctoral and post-doctoral students and junior faculty. **As described below, a formal Teaching Portfolio is required for all faculty members being recommended for promotion based on excellence in teaching.**

Teaching Portfolio

A formal Teaching Portfolio is required for all candidates being recommended for promotion based on excellence in teaching. ([Appendix D](#)) The Teaching Portfolio must be included as part of the candidate's dossier submitted to the Adams School of Dentistry Office of Human Resources. This portfolio must contain a teaching statement, a detailed summary of the candidate's teaching activities, and a summary of qualitative and quantitative evaluations of the candidate's teaching activities collected from students and peers. Teaching quality can be documented via student and peer evaluations, supporting letters from current or former students, and evidence of achievement of students (e.g., post-docs who have become independent researchers.) Teaching quality may also be evidenced by teaching awards, and/or recognition as an outstanding academic role model or mentor for dental, dental hygiene, graduate students, etc. Faculty should meet with the Associate Dean for Professional Development and Faculty Affairs to consult about the Teaching Portfolio.

D. Service

All faculty members are expected to demonstrate good citizenship through service activities for their division, the Adams School of Dentistry, or the University. The traditional scholarly community is typically thought to encompass a faculty member's discipline, division, and school as well as the broader University. Faculty service activities also include interaction and

engagement with communities outside the traditional scholarly community. These communities would include the local community in which the faculty member resides or works. Professional service contributions by a candidate shall be considered as part of any decision regarding reappointment and promotion.

Examples of professional service include:

1. Providing patient care in the DFP or Adams School of Dentistry off-site clinic
2. Providing continuing dental education at the UNC Adams School of Dentistry, AHEC or regional and national meetings
3. Peer review and curriculum committees
4. Participation in the committees of the faculty member's Division, Adams School of Dentistry, and/or the University.
5. Important contributions as a faculty member in the operation, development, and improvement of the Division and/or Adams School of Dentistry.
6. Serving on committees to develop clinical practice guidelines or to formulate healthcare policies
7. Providing service to the professional or lay community through education, consultation or other roles
8. Membership and active participation in leading national scientific societies of the candidate's field

The Chair's letter must include a paragraph documenting the candidate's service contributions and placing the candidate's contributions (both their quality and quantity) into the overall context of the Division's service responsibilities and activities.

Table 2. UNC Adams School of Dentistry Meet-the-Mark Criteria for Promotion to Associate or Full Professor on Fixed Term Track by Area of Excellence

Clinical Activity	
Assistant Professor to Associate Professor	Associate Professor to Professor
<ul style="list-style-type: none"> • Documentation of substantial clinical activity and productivity at 50% effort or greater • Evidence of excellence in outcomes of clinical activity, including peer review of clinical skills • Excellent local reputation as a clinician documented in letters of reference external to the division • Evidence that candidate is working towards Board Certification in their specialty area (when applicable) • A record of two or more of the following: <ul style="list-style-type: none"> ○ Innovation in clinical activity ○ Scholarship related to clinical activity ○ Excellent teaching of clinical activity ○ Funding for support of clinical programs ○ Leadership in development of clinical programs ○ Invited presentations at local or regional meetings 	<ul style="list-style-type: none"> • <i>Sustained documentation</i> of substantial clinical activity and productivity at 50% effort or greater since the candidate became an associate professor • Evidence of sustained excellence in outcomes of clinical activity, including peer review of clinical skills • Excellent regional or truly exceptional local reputation as a clinician documented in letters of reference external to the division • Completed Board Certification in their specialty area (when applicable) • Evidence that the candidate is mentoring junior faculty, residents and / or students. • A sustained record of two or more of the following: <ul style="list-style-type: none"> ○ Innovation in clinical activity ○ Scholarship related to the primary clinical area ○ Excellent teaching of a clinical activity ○ Funding for support of clinical programs ○ Major leadership role in the development of clinical programs ○ Invited presentations at regional, national or international meetings
Teaching	
Assistant Professor to Associate Professor	Associate Professor to Professor
<ul style="list-style-type: none"> • Documentation of substantial and consistent teaching activity and productivity (e.g., lectures, courses, seminars) • Evidence of superior effectiveness as a teacher, as judged by students and peers and/or evidence of achievements of students (scores, awards, projects, publications). This evidence should be included in the Teaching Portfolio. • Excellent local reputation as an educator documented in letters of reference external to the division. • Evidence that candidate is working towards Board Certification in their specialty area (when applicable) 	<ul style="list-style-type: none"> • <i>Sustained documentation</i> of substantial and consistent teaching activity and productivity since the candidate became an associate professor. • Evidence of superior effectiveness as a teacher, as judged by students and peers and/or evidence of achievements of students (scores, awards, projects, publications) should also be provided. This evidence should be included in the Teaching Portfolio. • Excellent regional or truly exceptional local reputation as an educator documented in letters of reference external to the division • Completed Board Certification in their specialty area (when applicable) • Evidence that the candidate is mentoring junior faculty, residents and /or students.

<p>A description of how the educational scholarship of the candidate has been applied to, and positively impacted his or her own teaching activities, including:</p> <ul style="list-style-type: none"> ● A formal Teaching Portfolio, containing: <ul style="list-style-type: none"> ○ A teaching statement ○ A detailed summary of the candidate’s teaching activities ○ A summary of qualitative and quantitative evaluations of the candidate’s teaching activities collected from students and peers ● A record of two or more of the following: <ul style="list-style-type: none"> ○ Innovation in education ○ Scholarship of teaching ○ External grant support ○ Leadership role in the development of teaching program (s) ○ Invited presentations at local, regional or national meetings 	<p>A description of how the educational scholarship of the candidate has been applied to, and positively impacted his or her own teaching activities, including:</p> <ul style="list-style-type: none"> ● A formal Teaching Portfolio, containing: <ul style="list-style-type: none"> ○ A teaching statement ○ A detailed summary of the candidate’s teaching activities ○ A summary of qualitative and quantitative evaluations of the candidate’s teaching activities collected from students and peers ● A sustained record of two or more of the following: <ul style="list-style-type: none"> ○ Innovation in education ○ Scholarship of teaching ○ External grant support ○ Major leadership role in the development of educational program(s); Program Director, Course Director ○ Invited presentations at regional, national or international meetings
Research	
Assistant Professor to Associate Professor	Associate Professor to Professor
<ul style="list-style-type: none"> ● Documentation of substantial research activity and productivity ● Excellent local reputation as a researcher documented in letters of reference external to the division ● Scholarship related to the primary research area ● A record of two or more of the following: <ul style="list-style-type: none"> ○ Successful operation of a core/service facility ○ External funding for a research program ○ Key role in facilitating the research activity of a division or a center ○ Invited presentations at local or regional research meetings 	<ul style="list-style-type: none"> ● <i>Sustained documentation</i> of substantial research activity and productivity since the candidate became an associate professor. ● Excellent regional or truly exceptional local reputation as a researcher documented in letters of reference external to the divisional. ● Scholarship related to the primary research area ● Evidence that the candidate is mentoring junior faculty, residents and /or students. ● A sustained record of two or more of the following: <ul style="list-style-type: none"> ○ Successful operation of a core/service facility ○ External funding in support of the research program ○ A major leadership role in facilitating the research activity of a division or a center ○ Invited presentations at regional, national or international meetings
Administration	
Assistant Professor to Associate Professor	Associate Professor to Professor

<ul style="list-style-type: none"> • Documentation of substantial administrative activity and productivity at 30% effort or greater • Excellent regional or truly exceptional local reputation as an administrator documented in letters of reference external to the division • A record of two or more of the following: <ul style="list-style-type: none"> ○ Evidence of novel and/or innovative program development and implementation ○ Evidence of a major leadership role in a division, center, or Adams School of Dentistry ○ Scholarship related to the primary administrative area ○ Funding for support of programs 	<ul style="list-style-type: none"> • <i>Sustained documentation</i> of substantial administrative activity and productivity at 30% effort or greater since the candidate became an associate professor. • Excellent regional or truly exceptional local reputation as an administrator documented in letters of reference external to the division • Evidence that the candidate is mentoring junior faculty, residents and/or students. • A sustained record of two or more of the following: <ul style="list-style-type: none"> ○ Evidence of novel and/or innovative program development and implementation ○ Evidence of a major leadership role in a division, center, or Adams School of Dentistry ○ Scholarship related to the primary administrative area ○ Funding for support of programs
--	---

E. Timing of Promotion Reviews for Fixed-Term Faculty

The timeline for promotion review within the fixed-term track is similar to that described for tenure track faculty with one exception: 1-year advance notice of reappointment or promotion is never required for faculty members in the fixed-term track. However, fixed-term appointments range from one to five years in duration.

Assistant Professors typically are considered for promotion to Associate Professor at the beginning of the 7th year as Assistant Professor. Associate Professors generally are considered for promotion to Full Professor at the beginning of the 5th year as Associate Professor and are reviewed not less frequently than every 5 years thereafter. As with the tenure track, faculty may be considered for promotion when they have met-the-mark after they have been in rank for 4 years.

It should be emphasized that the rank of Associate Professor is acceptable and honorable attainment and is not considered an inevitable step to Full Professorship. As in the tenure track, fixed-term Full Professors are reviewed at the division level every 5 years.

F. Process for Promotion of Fixed-Term Faculty

The review process for promotion of fixed-term faculty runs, as much as possible, in parallel with the process for tenure track faculty. As with tenure track faculty, all fixed-term faculty members are responsible for their own career success. However, it is expected that their Chair, mentoring team and other designated senior faculty members will mentor them toward promotion and career development.

The Chair must make available to each faculty member a link to APT criteria and guidelines of the University, the School, and the Divisional criteria and process for the promotion of fixed-term faculty. These materials must be presented to each faculty member before his or her initial employment, and at the beginning of the year in which each subsequent review is scheduled to take place. The faculty member may also meet with the Associate Dean for Professional Development and Faculty Affairs for guidance regarding criteria and format of materials for the dossier. A record of these discussions must be maintained in the divisional personnel file where a faculty member's primary appointment is held.

The Division Chair or the Chair's designee initiates all recommendations for promotion of fixed-term faculty. Where a joint appointment exists, the joint division is consulted and invited to concur in the action.

Promotion Dossier

[Appendix E](#) lists items that are included in the promotion dossier of each candidate reviewed for promotion to assistant, associate and full professor in either the tenure track or fixed term track. It is the primary responsibility of the faculty candidate to ensure that the APT dossier is complete so that the review committees have full access to all information. .

Division Chair Letter

[Appendix F](#) lists essential elements required in the division chair letter that is part of the promotion dossier.

Committee Review of Candidate Dossiers

The Intradivisional Review:

Intradivisional review for promotion at the individual division level consists of an intradivisional full professors committee, with at least two tenured Professors and, if appropriate, tenured Associate Professors (for review of Clinical/Research Assistant Professors seeking promotion of Clinical/Research Associate Professor), is the first level of review. In addition, at least one fixed-term faculty above the rank of the candidate seeking promotion shall be included in the full professors' committee for the intradivisional review. In the case where divisions have more than the required number of tenured Professors, all will be invited to participate and a quorum must vote. In the case that there are no fixed-term faculty who meet this criteria in the candidate's division, the Dean or his/her designee will assign one representative from another division to participate. The intradivisional committee reviews the CV of the candidate, external letters and a draft Teaching Portfolio (if being promoted in the area of Teaching) and makes a recommendation to the Division Chair.

The intradivisional review will include both quantitative and qualitative data. Quantitative data could include such information as; numbers of courses directed; numbers of lectures, seminars, and/or tutorials completed; numbers of publications etc. Qualitative data include such information as impact of publications; external evaluations of publications; ratings of teaching or training activities when compared with divisional norms; candidate professionalism, peer evaluation of clinical performance, quality of programs developed or administered; etc.

After consultation with the assembled Full Professors (and associate professors if appropriate), whose recommendation is advisory to the Chair, the Chair forwards his/her recommendation to the Dean (via the Adams School of Dentistry Human Resources Office). If the candidate is supported for promotion, the dossier is prepared and submitted to HR for review by the appropriate committees.

Promotion and Tenure Advisory Committee, Full Professors' Advisory Committee and Provost Review Process for Fixed-Term Faculty

For Fixed-Term candidates, dossiers are reviewed by the PTAC. (See Adams School of Dentistry Promotion and Tenure Advisory Committee under [Committee Review of Candidate Dossiers](#) for a full description of the PTAC procedure).

The next level of review is the **Full Professors Advisory Committee** (FPAC) who receive and review the documents supporting the promotion recommendation for each fixed-term faculty member. (See Full Professors Advisory Committee under [Committee Review of Candidate Dossiers](#) for a full description of the FPAC). These documents include the recommendation letter from the Division Chair to the Dean, all submitted letters of recommendation, and a copy of the candidate's current *Curriculum Vitae*. The materials also include the report from the PTAC committee. The FPAC vote to approve or disapprove each candidate. All full professors, regardless of track, vote on appointment and promotion of fixed-term faculty.

Following this vote, if the Dean's final decision is approval of the promotion recommendation, the Adams School of Dentistry Human Resources Office reviews the appropriate paperwork for each promotion and then transmits it to the Office of the Executive Vice Chancellor and Provost. The promotion becomes effective at the earliest appropriate date following completion of the review. After University approval, the Provost sends the faculty member a formal appointment

letter.

G. Negative Decisions for Fixed-Term Faculty

Negative decisions on fixed-term faculty promotions may occur at the division level or at the School level. At the division level, the following types of promotion are subject to review:

1. To promote an Instructor to Assistant Professor
2. To promote an Assistant Professor to Associate Professor
3. To promote an Associate Professor to Professor

In the case of a decision not to promote by the assembled Full Professors in the division, the Chair informs the faculty member and the Dean (via the Adams School of Dentistry Human Resources Office). A decision not to promote may be appealed to the Dean or his/her designee. The faculty member in question is given a reasonable opportunity to submit any written materials to an external reviewer. The external reviewer is a Division Chair from another division who has been selected for this role by the Associate Dean for Professional Development and Faculty Affairs. In conducting the review, the Dean or his/her designee shall be free to consider both the merits of the decision and the procedures employed in making it.

The reviewer may recommend that the appointing division reconsider a decision not to promote under such instructions as the group may find appropriate. This policy is not intended to encroach on the principle of divisional autonomy in faculty personnel decisions to any greater degree than is already implied in a review of positive recommendations to reappoint or promote.

The Full Professors Advisory Committee has the authority to override both affirmative and negative recommendations from the PTAC committee. However, the ultimate decision rests with the Dean, who has the authority to override recommendations from both the PTAC and FPAC.

In the case of a recommendation against promotion by the PTAC Committee, the Chair has two options: 1) to follow the recommendation of the PTAC Committee, or 2) to bring the proposal forward to the Dean and the Full Professors Advisory Committee as submitted by the division.

A decision by the Dean not to promote is immediately communicated to the Division Chair who is given a reasonable opportunity to provide further information. In addition, the Chair must immediately notify the individual faculty member of this decision.

V. Search Waivers and Recruitment of Faculty

At UNC-Chapel Hill, a search waiver is used by schools and departments under special circumstances to hire outside of the formal recruitment process. The UNC Equal Opportunity and Compliance Office (EOC) follows the Office of Federal Contract Compliance Programs (OFFCP) guidelines.

Typical search waiver categories offered are:

- Unique qualifications (i.e. candidate has global recognition, unable to find a candidate with similar skills, etc)
- Emergency appointment (i.e., unexpected event in department such as retirement, health-related, etc)
- Spousal hiring

- VITAE (Valuing Inclusion to Attain Excellence) hire, formally known as a Targeted hire, or Targeted Hire of Opportunity
- Contribution to diversity of the department or school
- Post-doctoral candidate transition to a fixed-term faculty position
- Other unusual categories

Waivers for searches should be carefully considered and utilized cautiously (and sparingly) to ensure confidence in the open search process and to ensure equal opportunity at UNC-Chapel Hill.

Searches with five or fewer applicants need approval by the Provost before interviews can begin. The department must submit the position description, recruitment plan, and an explanation for why the number of applicants is five or fewer. The Provost Office should provide a response within three business days to avoid delays in the application and interview processes.

VI. Other Faculty

Adjunct. Adjunct faculty members are usually part-time faculty members who serve in a variety of very valuable roles in the Adams School of Dentistry. Occasionally an adjunct faculty will be appointed on a full-time temporary basis. Adjunct faculty includes individuals who provide teaching, research, or community engagement/service with time commitments that range from one or two days per semester to one to five days per week. Dental personnel who provide supervision to students on extramural rotations and educational experiences also have adjunct faculty appointments. Some adjunct faculty members are compensated and others receive no compensation. All such faculty members have demonstrated their commitment to promoting the academic and professional interests of the Adams School of Dentistry. Their contributions to these efforts are recognized through appointment at a higher rank when appropriate. Initial non-compensated adjunct appointments are for one year; non-compensated adjunct reappointments are at-will appointments.

Off-site Faculty. Faculty members who participate in extramural sites are critical to the educational mission of the Adams School of Dentistry as dental, dental hygiene, and postdoctoral students from UNC complete clinical experiences. Given the nature of these extramural sites and the heavy emphasis on teaching and clinical service, these faculty members will generally hold appointments in the fixed-term track.

Part-Time and Voluntary Faculty. The UNC Adams School of Dentistry depends, for its success, on a number of community-based clinicians. These individuals provide important, but limited, service to the University (i.e., less than 50 percent time and effort). These community-based preceptors may be recognized by fixed-term appointment as either clinical, research or adjunct faculty (e.g., “Clinical Assistant Professor,” “Research Assistant Professor,” or “Adjunct Assistant Professor”). Appointment and promotion review within this group will be the responsibility of the appointing division. Some divisions also use adjunct faculty appointments for part-time, typically non-paid research collaborators who are based outside the University. As with part-time and voluntary (non-paid) faculty, appointment and promotion review of adjunct faculty will be the responsibility of the appointing division.

VII. Additional Resources

Appendices

A. Examples of DEI Activities

Participation in DEI activities can be documented in the C.V., the Division Chair letter and the optional DEI statement. When appropriate, external letters of review should comment on the candidate's local, state, national and international DEI activities.

Examples of DEI activities for basic science and clinical faculty include, but are not limited to:

- Application of material learned in DEI trainings (e.g. Safe Zone, Unconscious Bias, Implicit Bias, etc.) to promote an environment of cultural awareness, knowledge, and sensitivity.
- Performing DEI or social justice-focused lectures to students, residents, or peers.
- Leading a discussion or professional development activity on DEI topics.
- Facilitating 'Problem Based Learning' or other group sessions that address DEI.
- Presenting teaching rounds or patient conferences that include DEI topics.
- Participating in DOCSpeaks or other campus DEI courses.
- Preparing DEI or social justice curriculum materials (i.e., as part of the new ACT curriculum).
- Building a course reading list to incorporate concepts, readings, and scholarship on issues of gender, race, and other perspectives relevant to the course material.
- Mentoring under-represented (UR) groups of learners; mentor under-represented students in SOM pipeline programs; participate in campus-wide scientific or educational outreach activities focused on under-represented or under-served groups (e.g., Science Enrichment Preparation, Project Uplift, etc.).
- Hosting a scientific seminar speaker from an UR group.
- Serving on Adams School of Dentistry Inclusive Excellence Committees (e.g., IE liaison; Curriculum Management Committee work to integrate DEI and Social Justice into the Curriculum, etc.).
- Completing courses that emphasize cultural competency.
- Participating in DEI activities that support Adams School of Dentistry DEI Initiatives (e.g., working with underrepresented).
- Participating with youth/students to promote dental careers; SNDA Impressions Volunteer faculty; serving as facilitator for Inclusive Excellence Book Discussions).
- Participating in recruitment efforts focused on UR students, trainees, faculty, or senior leaders (e.g., through events with SNDA Impressions; Science Enrichment Program lunch-and-learn; Project Uplift teaching sessions; Adams School of Dentistry URM Welcome Luncheon, etc.).
- Being actively involved in clinical or basic science research / publications focusing on DEI or social justice; filling a key role in clinical or basic science research that impacts UR populations; demonstrating evidence of application for externally funded research that impacts UR populations.
- Inviting a scientific speaker to discuss research results that impact UR populations.

B. Boyer's Four Domains of Scholarship

Type of Scholarship	Purpose	Measures of Performance (Examples)
Discovery	Build new knowledge through traditional research	<ul style="list-style-type: none"> • Publishing in peer-reviewed forums • Producing and/or performing creative work within established field • Creating infrastructure for future studies • Grant funding in support of research/scholarship • State, regional, national or international recognition as a scholar in an identified area.
Integration	Interpret the use of knowledge across disciplines	<ul style="list-style-type: none"> • Peer-reviewed publications of research related to teaching methodology or learning outcomes, learning theory development, etc • Grant funding in support of teaching and learning • Successful applications of technology to teaching and learning • Preparing a comprehensive literature review • Writing a textbook for use in multiple disciplines • Collaborating with colleagues to design and deliver a core course • Presentations related to teaching and learning • Non-academic publications that address discipline-related concerns • Literature Reviews; meta-analysis
Application	Aid society and professions in addressing problems	<ul style="list-style-type: none"> • Peer reviewed publications of research, case studies, technical applications or other practice issues • Reports compiling and analyzing patient or health services outcomes • Product development, patents, license copyrights • Peer reviews of practice • Grant funding in support of practice • State, regional, national or international recognition as a master practitioner • Consulting activities in field or industry that directly relate to the intellectual work of the faculty member. • Reports of clinical demonstration projects and policy papers related to practice • The application of theory in the field to real world problems
Teaching	Study teaching models and practices to achieve optimal learning	<ul style="list-style-type: none"> • Peer reviewed publication of research related to teaching methodology or learning outcomes, case studies related to teaching and learning. (ex: MedEdPortal, JDE) • Advancing learning theory through classroom research and dissemination. • Publishing textbooks or other teaching materials • Developing and testing instructional material; development of new or substantially revised courses, curricula • Production of videos for instruction • Grant funding in support of teaching and learning • Designing and implementing a program-level assessment system • Presentations related to teaching and learning. • State, regional, national or international recognition as a master teacher.

*Boyer, E. L. (1997). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass.

Graphic adapted from: McNabb J, Pawlyshyn N. Defining Scholarship: Boyer's 4 Models and the new digital scholarship: A faculty Conversation. 2014

<https://www.northeastern.edu/cpsfacultycentral/wp-content/uploads/2013/03/Defining-Scholarship-with-Boyers-Four-Areas-of-Scholarship-Explored-and-the-New-Digital-Scholarship-A-Faculty-Conversation.pdf>

American Association of Colleges of Nursing: defining Scholarship for the Discipline of Nursing. www.aacnnursing.org/News-Information/Position-Statements-White-Papers/Defining-Scholarship

Nibert M. Boyer's Model of Scholarship. http://www.facultyguidebook.com/test/2_5_1.htm

C. Excellence in Teaching: Quality, Innovation, Impact on Students, Degree of Responsibility

1. Quality

The foundation of quality teaching is mastery of the subject, including the spectrum of the current literature in one's discipline. Essential components of the teaching effort are appropriate methods of instruction, effective planning and organization, appropriate methods of evaluation, and adequate feedback to students.

Teaching of superior quality may be characterized by:

- Utilization of highly effective oral, visual, and written communication techniques
- Stimulation of critical thinking and problem solving
- Encouragement of conceptual comprehension as well as factual recall
- Encouragement of students to raise questions and express ideas
- Performance of duties with enthusiasm and energy
- Continuous updating of teaching based on current knowledge, techniques, and concepts
- Recognition through receipt of teaching awards

2. Innovation

Teaching excellence includes some degree of innovative effort on the part of a faculty member. Innovations in teaching must accomplish more than mere change. Rather, new methods should show measurable advantages over those previously used.

Some examples of innovations in teaching are:

- Taking advantage of new digital and other educational technologies to improve teaching effectiveness
- Developing new courses and programs or unique learning experiences
- Using educational research (e.g., developing methods to evaluate individual teaching, courses, or curriculum)

3. Impact upon Student

A positive impact of teaching on the student should be the goal of each faculty member. The qualities of teaching that have positive influences on the student are numerous and may be difficult to measure. A complete appraisal regarding the quality of teaching may be obtained through formal evaluation of teaching; however, informal evaluations may be used to supplement the formal teaching evaluation.

Some examples of informal evaluation are:

- Students pursue independent study as a result of interaction with the faculty member
- Students provide unsolicited evaluation of faculty
- Students under faculty mentorship earn awards or other recognition

- Students co-author publications

Desirable qualities of teachers may include but are not limited to the following:

- Presents a balanced point of view with stated objectives
- Treats students with respect
- Provides constructive criticism
- Is reasonably available for consultation
- Is fair and reasonable in evaluation of students
- Compliments students for appropriate contributions or performance
- Continually evaluates his/her own teaching
- Meets teaching obligations by being prompt and available throughout the teaching/clinic session
- Presents material at the appropriate level for the type of students being taught
- Takes opportunities presented to teach individual students in the clinical setting
- Follows course guidelines as to appropriate classroom, laboratory and clinical objectives and methods
- Is effective in leading discussions in small groups or seminars
- Devotes appropriate time in mentoring students and displays organizational skills that result in student achievement.
- Is sensitive to special needs of students.

Student input in faculty evaluation is essential, but is only a portion of the information considered. Such input must be used in conjunction with the other factors that affect the quality of teaching.

4. Degree of Responsibility

The degree of responsibility assigned to the faculty member is a consideration. The extent to which the faculty member's responsibilities contribute to the teaching programs of the School is of importance (e.g., directing a course or having primary responsibilities for a teaching program).

D. Teaching Portfolio Format (Suggested)

University of North Carolina
Adams School of Dentistry

The Teaching Portfolio

Teaching Portfolio: A selective summary of an individual's teaching effectiveness. It contains documents suggesting scope, individuality, innovation, and accomplishment in teaching.

Table of Contents:

- A. Statement of Teaching Responsibilities
 - 1. Summary of courses taught
 - 2. Student mentorship
 - 3. Student research committees
 - B. Statement of Teaching Philosophy and Goals (one page or less)
 - C. Efforts to Improve Teaching
 - 1. Formal courses in education
 - 2. Conferences and workshops attended
 - D. Enhancement of Existing Courses
 - 1. Addition of tutorials, role playing, case studies, etc
 - 2. Incorporation of writing skills, oral presentation skills in course.
 - E. Information from students
 - 1. Summary of student ratings of teaching effectiveness
 - 2. Comments from student committees regarding advising
 - 3. Unsolicited statements from former students
 - 4. Listing of papers published by students
 - 5. Honors earned by students
 - F. Service to Teaching
 - 1. Membership on teaching related committees
 - 2. Membership on student examining committees
 - G. Information from Colleagues
 - 1. Summary of peer evaluations of course materials
 - 2. Summary of peer reviews of teaching related research
 - 3. Unsolicited comments from colleagues
 - H. Information from Other Sources
 - 1. Guest lectures to other faculties
 - 2. Continuing education lectures
 - 3. Honors and awards
 - I. Future Teaching Goals
-

E. Promotion Dossier Requirements for the Tenure Track and Fixed Term Tracks

<p>A letter of recommendation from the Division Chair to the Dean</p>	<p>See Appendix F for a detailed list of what should be included in the Chair’s letter.</p>
<p>Official letters of recommendation from <i>external reviewers</i></p>	<p>For <u>Tenure Track</u> promotions</p> <p>Four <u>external reviewers</u> who prepare and submit these letters are expected to be individuals who may be familiar with the candidate under review through their academic productivity and scholarship. By contrast, none of these four external reviewers should have a current or a prior academic and/or professional affiliation with the faculty member who is being reviewed. They should not have collaborated on grants or publications with the candidate.</p> <p>Two of these letters should come from individuals who have been identified by the candidate under review, and two letters should come from individuals selected by the faculty member’s Chair and/or mentor.</p> <p>Each of these four official letters of recommendation must be specifically identified in the promotion packet, directly on the letter with a notation of “Chair choice” or “Candidate choice”. In addition, the promotion packet must indicate which of these individuals the candidate selected and which were selected by the Chair.</p> <p>For <u>Fixed Term</u> promotions</p> <p><u>Two external reviewers</u> who prepare and submit these letters are expected to be from individuals who may be familiar with the candidate under review through their academic productivity. By contrast, none of these two external reviewers should have a current or a prior academic and/or professional affiliation with the faculty member who is being reviewed.</p> <p>For tenure and fixed term promotions: The use of previous university teaching, research and service will need to be conveyed to all external letter writers. In these cases, evidence of teaching effectiveness at the previous university (peer or student teaching evaluations) will be required.</p> <p>An example of the solicitation letter/correspondence from the chair to the external reviewers should be included in the dossier forwarded to HR. Examples of solicitation letters are in Appendix G.</p>

	<p>It is important to emphasize that the University requires that all letters that are received on behalf of any personnel action being recommended must be submitted as a part of the promotion packet. It is against University policy to submit a selected subset of the letters received on behalf of a given individual.</p>
<p>Additional letters of recommendation</p>	<p>Additional letters in support (no more than two) of the recommended personnel action may be solicited from individuals either within or outside the University. In addition, unlike the four official letters described in the section above, these letters may come from individuals who have a current or a prior academic and/or professional affiliation with the candidate who is being reviewed.</p> <p>If the candidate has been a collaborator in team-based scholarship, a letter should be included to verify their role and contributions to the project.</p> <p><i>It is important to emphasize, however, that the University requires that all letters that are received on behalf of any personnel action being recommended must be submitted as a part of the promotion packet. By contrast, it is against University policy to submit a selected subset of the letters received on behalf of a given individual.</i></p>
<p>An updated Curriculum Vitae</p>	<p>The <i>Curriculum Vitae</i> must be current. It should be prepared in the standard format developed by the University (https://academicpersonnel.unc.edu/faculty-policies-procedures-guidelines/faculty-appointments/tenuretenure-track-appointments/dossier-format-for-tenure-track-or-tenured-faculty-review/) and include a Teaching Statement and Research Statement.</p>
<p>A Teaching Statement/<u>Reflective Statement</u>. (Required by the university as part of the CV)</p>	<p>This document, prepared by the candidate, should include:</p> <ul style="list-style-type: none"> • a summary of his/her area(s) of expertise, accomplishments, • a vision for the future, particularly as related to his/her scholarly activities, be they clinical, educational, and/or research. • In addition, it must contain a summary of the candidate's various activities as an educator, and it should reflect upon his/her overall teaching philosophy.
<p>A Research Statement. (Required by the university as part of the CV)</p>	<p>This document, prepared by the candidate, should describe the candidate's research to date, why the research is important, and future plans and goals.</p>
<p>Diversity, Equity and Inclusion (DEI) Statement. (Optional but</p>	<p>It is recommended that the candidate have the option to include on their CV a section on <i>Diversity and Inclusion</i>, which will contain a narrative or bullets about how the work of the candidate has affected issues of inclusion. In the <i>Diversity and Inclusion</i> section, faculty</p>

<p>recommended by the university as part of the CV)</p>	<p>members could review their scholarship, creative endeavors, teaching, mentorship, and service that relates to inclusion and diversity. See Appendix A for a list of DEI activities.</p> <p>The statement can include work the candidate is doing that is referred to as “invisible labor.”</p> <p>Invisible labor-refers to faculty roles that enable an institution to have diverse representation and participation on search and administrative committees or projects; it is labelled “invisible” because it is often unseen, undocumented and not valued in advancement, promotion, tenure, and compensation decisions. Such service may include contributions nationally, internationally and on campus.</p>
<p>Teaching Portfolio</p>	<p>A formal Teaching Portfolio is required for all candidates being recommended for promotion based on excellence in educational scholarship for the tenure track or teaching in the fixed term track. (Appendix D)</p>
<p>Summary of Teaching</p>	<p>This document summarizes the candidate’s teaching skills. This can be a summary of evaluations from students and assessment of teaching from a colleague, or other evaluations that are separate from the chair’s letter.</p>
<p>Peer Evaluation of Teaching</p>	<p>The university requires documentation of peer evaluation of teaching as part of the dossier. It is recommended that the candidate submit two peer evaluations from the previous 12 months prior to the review.</p>
<p>Mentoring Team Report (if applicable)</p>	<p>The purpose of the report is to provide an assessment of the mentoring team’s progress over the period in which the candidate has had a mentoring team. This report applies to faculty who have a mentoring team.</p>
<p>Summary of Mentoring Activity and Achievements</p>	<p>The candidate being evaluated for promotion to full professor in either the tenure track or fixed term track should include a summary of activity and achievements regarding their mentoring of junior faculty and students.</p>

F. Division Chair Letter

The letter written by the Division Chair is one of the most important pieces of the dossier. Below is an overview of what needs to be included in the letter, written by the Division Chair to the Dean, after the intradivisional review.

- Clearly state the considerations influencing the Chair's decision to recommend the candidate for tenure and/or promotion. The Chair should also frankly discuss any of his/her misgivings, reflected in negative votes or abstentions by any member of the division, or noted in any of the letters of reference.
- Include the one specific area of excellence upon which the reappointment or promotion is being based (i.e., **research, clinical scholarship, educational scholarship**) for tenure track; (**clinical activity, teaching, research, administration**) for fixed term track. If the faculty member was on a variable track initially, it should be explained and specifically how the faculty member transitioned to a tenure or fixed term track.
- Include the actual vote of the full professors (i.e., in favor of, opposed to, abstain) with an explanation of "no" votes or abstentions by voting professors. State whether the voting is closed (secret ballot) or open.
- Include the specific contributions made by the individual to the teaching mission of the School, placed in the overall context of the candidate's contributions (quality and quantity) to the Division's teaching responsibilities.
- In the case of an early promotion due to "meet the mark" or previous career experience, specific language should be included defining the justification for such a recommendation.
- Provide a brief overview of the external letters of recommendation. Clearly state which letters were the "chair's choice" and the "candidate choice."
- Describe the candidate's service contributions including "invisible" labor particularly among underrepresented minorities.
- Specify contributions to DEI internal and external to the School.
- Discuss publications in smaller or niche journals that deal with diversity matters should be documented appropriately in the Chair's letter.
- If previous university experience was recognized towards teaching, research or service requirements it should be clearly communicated in the Chair's letter.

In addition, for faculty on the tenure track or fixed term faculty who are being reviewed in the area of research, the following should be included in the Chair's letter:

Discuss the research/scholarship career thrust, strategy and emphases of the candidate.

- Is there a clear path?
- How has it changed over time?
- What is the most promising outcome you can foresee for the scholarly trajectory?
- How does that trajectory mesh with departmental strategy and needs?

- What is the current national and international visibility and standing of the candidate? Set the entries in context.
- Explain departmental standards and expectations for scholarship, teaching and service.
- Explain the importance, percentage of articles accepted, and relative standing of the journals in which the candidate has published.
- If the discipline is one of the rare ones in which certain conferences outrank the journals, explain that.

Discuss the research record in some detail.

- Explain relative roles in multi-author works, especially when multiple works have the same co-authors.
- Indicate the significance of author order, since disciplines differ radically in their customs in this matter.
- Indicate which items report work done as part of the candidate's dissertation, and which work has been done since joining the UNC Chapel Hill faculty.
- Indicate the relative weight of any publications completed by the candidate before joining the UNC Chapel Hill faculty.
- Note any external evidences of excellence of particular works: best paper awards, favorable reviews, high citation counts, etc.
- Insist that the status of unpublished works be precisely stated. In press means the work has been accepted without further revision and has left the author's hands; give the anticipated date of publication. Accepted and under revision, submitted, and in preparation all have precise meanings. Under contract does not; it must be supplemented with a clear indication of the state of completion.
- For books, indicate the standing of the press. Explain the relative importance of books versus articles in your discipline. Discuss the importance of textbooks and edited volumes in your discipline.
- If your field is one in which grant success is a common external measure of research quality, discuss the candidate's success in obtaining extramural funding (other than UNC Chapel Hill grant awards).

Additional details may be viewed at the UNC Provost website at:

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

G. Sample Solicitation Letter for External Letters of Recommendation

Tenure Track Faculty candidate

Dear _____:

The Adams School of Dentistry and Division of _____ at the University of North Carolina at Chapel Hill is reviewing the qualifications of _____, for promotion from Assistant Professor to Associate Professor with tenure (or Associate to Full Professor with tenure, or Associate Professor without tenure to Associate Professor with tenure). The School/Division will base its recommendation concerning _____ on excellence in one of three areas and also their contributions to the teaching mission of the school. I write to seek your opinion about _____ (research, clinical scholarship, educational scholarship) qualifications for this promotion. To aid in your review of his/her qualifications and contributions, his/her curriculum vitae and most recent and (according to him/her) most important publications/scholarly works are enclosed.

We are particularly interested in placing _____ work in a national /international context. We would value, therefore, your evaluation of the importance of his/her area of study and of the significance of his/her contributions to it. We are also interested in your opinion of his/her stature relative to his/her peers nationally/internationally.

Please refer to the following criteria of the School's/Division Promotion and Tenure policy in giving your assessment of _____. [List criteria here]

In addition, _____'s percent allocation of time is as follows: _____ % Teaching; _____ % Scholarship/Research; _____ % Service.

Appointments or promotion to the rank of Associate Professor must demonstrate outstanding ability. The candidate must demonstrate outstanding scholarly contributions, show independence and leadership in research or practice, and have a growing national reputation in his/her area of expertise. Please understand that, here at UNC-CH, promotion from Assistant to Associate Professor is tightly linked to a decision regarding the granting of tenure. Thus, either _____ will be promoted and granted permanent tenure or he/she will typically have no choice but to leave the University. In this letter, we are asking for your opinion as to

_____ suitability for promotion and/or tenure according to the Appointments, Promotion and Tenure criteria described above that are in place here at UNC-Chapel Hill. It would not be helpful, nor would it be relevant to state that: "*Dr./Professor. _____ would qualify for promotion at our institution, but would not yet be appropriate for tenure.*" For promotion to the rank of Full Professor the candidate must continue to demonstrate high quality teaching, make outstanding scholarly contributions, and have a national reputation in his/her area of expertise. There must be strong evidence that his/her scholarly work has stimulated the work of other researchers or practitioners, has provided "breakthroughs" in the field, and that, in general, other scholars are paying close attention to the candidate's work.

In addition to the above, we would appreciate your comments concerning _____

collegiality and interpersonal skills, organizational / institutional citizenship, and other relevant observations to the extent you are able to provide them

Also, we appreciate any assessment you are able to make about the quality of _____ teaching. While we do recognize that these areas are often more difficult to assess than is scholarship, any evaluative comments that you can provide to us will be valued. In addition, we will benefit from having your thoughts regarding _____ interpersonal skills, his/her institutional citizenship, as well as any other intangibles you might be able to share with us.

In preparing your response, we do ask that you provide us with the following information:

Your opinion as to whether or not you would recommend _____ for this promotion

A brief summary of your reasons for this opinion

A description of your relationship (if any) with _____

Under current policies of this institution, peer evaluations, such as that being requested from you, are regarded as confidential within limitations imposed by law. They are for limited use within the University. However, North Carolina state law provides that such written evaluations become part of the personnel file of the individual. As such, they become open by petition to the faculty member about whom they are written.

Thank you very much for your willingness to assist us with this important process. We do recognize the substantial amount of time and effort required to provide us with this assessment of _____. Please understand that time is of the essence in this process. Therefore, we ask that you notify (Dr. Chair's Name) as soon as possible if you will not be able to provide us with your review by date. His/her e-mail address is: name@unc.edu. You can send either an electronic copy on official letterhead or a hard copy in the mail. My or His\Her mailing address is _____.

(A final paragraph of thanks, the deadline, whom to contact for further information, etc.)

Sincerely,

Fixed Term Faculty candidate

Dear _____:

The Adams School of Dentistry in the Division of _____ at the University of North Carolina at Chapel Hill is reviewing the qualifications of _____, for promotion from Clinical Assistant / Associate Professor to Clinical Associate Professor / Professor. The School/Division will base its recommendation concerning _____ on excellence in one of four areas and also their contributions to the teaching mission.

We are particularly interested in placing (Candidate's name) work in a local/regional/or national (if applicable) context. We would value, therefore, your evaluation of the importance of his/her areas of emphasis and of the significance of his/her contributions to it. We are also interested in your opinion of his/her stature relative to his/her peers nationally.

Please refer to the following criteria of the School/Division Promotion and Tenure policy in giving your assessment of _____. [List criteria here]

In addition, _____'s percent allocation of time is as follows: _____%
Teaching; _____% Scholarship/Research; _____%
Service.

Appointments or promotion to the rank of Clinical/Research Associate Professor must demonstrate outstanding ability in one of four areas (teaching, research, clinical activity or administration). (Insert this next sentence if for a Clinical Track Promotions). Even if the candidate is evaluated in an area other than Teaching, it is still expected that he/she will participate and contribute to the teaching mission of the Adams School of Dentistry.

For promotion to the rank of Clinical/Research Professor the candidate must continue to demonstrate excellence in one of the four areas and also contribute to the teaching mission.

In addition to the above, we would appreciate your comments concerning _____ collegiality and interpersonal skills, organizational/ institutional citizenship, and other relevant observations to the extent you are able to provide them.

Under current policies of this institution, peer evaluations, such as that being requested from you, are regarded as confidential within limitations imposed by law. They are for limited use within the University. However, North Carolina state law provides that such written evaluations become part of the personnel file of the individual. As such, they become open by petition to the faculty member about whom they are written.

Thank you very much for your willingness to assist us with this important process. We do recognize the substantial amount of time and effort required to provide us with this assessment of _____. Please understand that time is of the essence in this process. Therefore, we ask that you notify Dr. (Chair's Name) as soon as possible if you will not be able to provide us with your review by (date). My or His/her e-mail address is: name@unc.edu. You can send either an electronic copy on official letterhead or a hard copy in the mail. My or His/Her mailing address is _____.

Sincerely,

H. Links

1. UNC Promotion/Tenure Dossier Guidelines
 - a. <https://academicpersonnel.unc.edu/faculty-policies-procedures-guidelines/faculty-appointments/tenure-track-appointments/dossier-format-for-tenure-track-or-tenured-faculty-review/>
2. UNC Faculty Policies
 - a. <https://hr.unc.edu/employees/policies/faculty-policies/>
3. Trustee Policies and Regulations Governing Academic Tenure in The University of North Carolina at Chapel Hill
 - a. <https://facultyhandbook.unc.edu/files/2018/11/2018-11-15-Trustee-Policies-and-Regulations-Governing-Academic-Tenure.pdf>
4. The Faculty Code of University Government, The University of North Carolina at Chapel Hill
 - a. <https://facultygov.unc.edu/faculty-code/>
5. Faculty Handbook, The University of North Carolina at Chapel Hill
 - a. <https://facultyhandbook.unc.edu/>
6. The Code of the University of North Carolina Board of Governors
 - a. https://www.northcarolina.edu/apps/policy/index.php?tab=policy_manual
7. Adams School of Dentistry Post Tenure Review Policy
 - a. <https://academicpersonnel.unc.edu/wp-content/uploads/sites/1069/2020/02/SOD-PTRP.pdf>
8. Dossier: Format for Tenure Track or Tenured Faculty Review
 - a. <https://academicpersonnel.unc.edu/policies-and-procedures/faculty-appointments/dossier-format-for-tenure-track-or-tenured-faculty-review/>
9. Report of the UNC-Chapel Hill Task Force on Promotion and Tenure Policies and Practices
 - a. https://academicpersonnel.unc.edu/wp-content/uploads/sites/1069/2021/06/Promotion-and-Tenure-Task-Force-FINAL-Report-for-BOT-9-2020_.pdf