# PERSONNEL PROMOTION AND TENURE PROCEDURES

**Approved by the Faculty Senate**
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UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL
SCHOOL OF SOCIAL WORK

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**I.      PREAMBLE**


**A.   STATEMENT OF PURPOSE:** This document has been designed to summarize and communicate the philosophy, policies, and procedures underlying considerations of faculty appointment, reappointment, promotion, tenure, and post-tenure review in the School of Social Work, the University of North Carolina at Chapel Hill.

The School of Social Work has a broad mission to expand knowledge regarding social problems and programs, to educate social workers for advanced practice, and to provide leadership in the development of socially and economically just policies and programs that strengthen individuals, families, groups, organizations and communities. Faculty members in the School of Social Work are to contribute, at the highest level in various ways, to this mission.

Faculty in the School of Social Work may be appointed, reappointed, or promoted in one of two separate tracks: the tenure-track and the fixed-term track. The track to which new faculty members are recruited must be established at the time of their recruitment and must be clearly described in the offer letter that they receive. As the number of fixed-term faculty in the School has increased, so has the need to form policies around these appointments. Within the School of Social Work, it is the culture to appreciate the contributions of all faculty members. It is fully recognized that the combined work of these individuals with different roles and talents is needed to obtain the excellence we seek. This document is intended, in part, to provide philosophical and practical guidelines to accomplish these tasks.

**B.   STATEMENT OF VALUES:** The School of Social Work aspires to lead state, national, and global efforts in all aspects of its mission statement. The School's curriculum supports the mission and recognizes the uniqueness of the region served, including concerns for disadvantaged, vulnerable, and oppressed individuals, families, and communities. Therefore, the faculty of the School of Social Work must strive to be recognized leaders in their individual areas of expertise.

Faculty in the School of Social Work recognize and embrace emergent trends and developments at The University of North Carolina at Chapel Hill, including efforts to become an engaged university, to employ interdisciplinary responses to complex challenges, to use technology to heighten reach and impact, to enhance collaboration between tenure-track and fixed-term faculty, and to extend its global reach. In this context, six core principles frame and inform the activities of faculty in the School of Social Work and our statement of personnel promotion and tenure procedures:

- Engagement activities and scholarship are a critical component in our tenure and promotion process.

- Effective responses to the most difficult social challenges facing families and communities require an integration of research, scholarship, engagement, and teaching activities.

- Partnership with other disciplines and professions within the University community strengthens our research, scholarship, engagement, and teaching.

- Cutting-edge use of technology is required to expand the reach and impact of our research, scholarship, engagement, and teaching contributions.

- Full collaboration is needed between tenure-track and fixed-term faculty to strengthen our research, scholarship, engagement, and teaching efforts; heighten our accountability; and enhance our overall impact on behalf of those we serve.

- Research, engagement and teaching efforts must incorporate a global focus.

All faculty in the School of Social Work will pursue scholarly activities applicable to their role in the School, irrespective of rank, type of appointment, or area of expertise. Scholarship is defined as the creation, dissemination, and application of new knowledge, or the synthesis of existing knowledge in novel ways or in a manner that allows practical application to an identifiable problem. Areas of scholarship include education, discovery, and application.

Academic freedom, as it relates to the scholarly activities of faculty, is a core value of the School of Social Work. Indeed, it is the policy of The University of North Carolina at Chapel Hill to maintain and encourage full freedom of its faculty to pursue, within the law, scholarship in all its forms, and to protect faculty from influence that would restrict the exercise of such freedom. The complete statement of the University's position on academic freedom may be found in *The Trustee Policies and Regulations Governing Academic Tenure* (available via www.unc.edu).

**C.  CONGRUENCY WITH UNIVERSITY POLICY:** This document provides guidelines and serves to clarify additional requirements for faculty appointments in the School of Social Work**.** Faculty appointments, reappointments and promotions in the School of Social Work, together with relevant tenure considerations, are recommended in accordance with *The Trustee Policies and Regulations Governing Academic Tenure.* A hard copy of this document is available from the Dean's Administrative Assistant. All procedures and policies relating to decisions affecting faculty in the School of Social Work conform to statements regarding these matters set forth in this University publication. In case of conflict, the most recent edition of this University document takes precedence.

## II.      PERSONNEL PROMOTION AND TENURE COMMITTEE

**A.  ORGANIZATION AND FUNCTION OF THE PERSONNEL PROMOTION AND TENURE COMMITTEE:**

In accordance with the School's Bylaws, the purpose of the Personnel Promotion and Tenure (PPT) Committee is to consider and make recommendations to the faculty and Dean on matters of recruitment, appointment, and reappointment. The PPT Committee shall consist of nine members, with the Dean participating as an ex officio member. The nine faculty members of the PPT Committee shall be elected at-large from among the faculty members eligible to vote. Five of the members shall be tenured faculty, of whom three shall be tenured Full Professors. Four of the members shall be fixed-term faculty. Elected members of the PPT Committee should serve overlapping 2-year terms and shall be eligible for reelection once. A member who is reelected shall not be eligible for election again until at least one year has elapsed. Vacancies on this committee will be filled through a School of Social Work election based on eligible faculty members.

Current PPT Committee members shall elect a committee chairperson each year. The PPT Committee shall meet at least twice each academic year on call of the chairperson and/or the Dean, who shall give appropriate notice of all meetings to each member of the PPT Committee, specifying the time, place, and agenda. The PPT Committee shall maintain the written statement of personnel policies and operating procedures approved by the faculty.

**B.  FUNCTIONS OF THE PERSONNEL PROMOTION AND TENURE COMMITTEE:** The functions of the PPT Committee include the following:

- Consulting with the Dean about the need for faculty members and formulating recommendations about the background and areas of expertise most needed by the School;

- Appointing one member from the PPT to serve on Search Committees for tenure-track faculty positions and chaired professorships;

- Reviewing and providing information to the Dean regarding reappointments of untenured and fixed-term faculty members;

- Reviewing the performance of tenure-track faculty members who are being considered for promotion and/or tenure and summarizing relevant information for the assembled Full Professors and the Dean regarding such actions;

- Reviewing the performance of faculty who are eligible for post-tenure review and providing the Dean with a written summary of the faculty member's activities in areas relevant to the review;

- Reviewing the performance of fixed-term faculty who are being considered for promotion and summarizing relevant information for the assembled Full Professors and the Dean regarding such actions;

- Reviewing and formulating recommendations regarding standards for adjunct faculty members.

**C. OPERATIONS OF PERSONNEL PROMOTION AND TENURE COMMITTEE:** The Dean of the School of Social Work has the responsibility to make recommendations for appointments, reappointments, promotions, and tenure through appropriate channels to the Chancellor of the University. The PPT Committee advises the Dean regarding tenure-track faculty and fixed-term faculty appointments. In the case of promotion and tenure actions, the PPT Committee shall prepare a report for review by the assembled Full Professors and the Dean.

The work of the PPT is informed by five general procedures:

- The PPT Committee's deliberations with regard to persons being reviewed shall be held confidential. It should be understood that unanimous agreement with the confidentiality requirement governs all discussions of personnel actions.

- A written record of PPT Committee reports shall be kept on file in the Dean's office.

- The Dean will keep the PPT Committee informed regarding personnel matters that might be continued or explored over time.

- The Committee will assist the Dean in revising personnel policies and procedures. At least once every 3 years, all voting faculty members will meet to review the personnel policies and procedures. Proposed changes will be submitted to the Faculty Senate for decision.

- If it is necessary for the Dean to be engaged in personnel decisions over the summer, arrangements will be made to reach PPT Committee members by telephone or e-mail when the advice of the Committee is required. Reasonable efforts shall be made to avoid making such decisions during the summer.

## III.    RECRUITMENT AND APPOINTMENTS FOR TENURE-TRACK FACULTY

The Dean and the PPT Committee shall be guided by the following procedures for all new tenure-track faculty appointments.

**A. PROCESS AND PROCEDURES:** When it is known that a tenure-track faculty position will become open, the Dean will advise the PPT Committee about the expected position. The Dean will seek guidance and recommendations from the Full Professors about needed expertise and teaching needs, as well as from the Master's of Social Work (MSW) and Doctoral Program Committees. The Dean and the PPT Committee will consider information provided by other School bodies and decide what expertise shall be sought for the position.

The Dean appoints the Search Committee members in faculty searches, and makes available the services of an Administrative Assistant to facilitate the work of the committee. At least one

member of the Search Committee will also serve on the PPT Committee. Search Committees should follow the general guidelines listed below:

- Prepare and disseminate the position description and place advertisements as determined in consultation with the Dean.

- Receive and process all inquiries regarding the position.

- Publicize the opening and extend invitations to qualified, interested candidates to apply. Recruitment should be carried out to attract the best-possible candidates for the position. In accordance with University policies, special efforts will be made to fill faculty positions in a manner that reflects cultural diversity.
- Review and rate candidates' applications, and make periodic progress reports to the Dean regarding the search effort.
- Ensure students are involved in the interview process when candidates are brought to the School for interviews.
- Submit a final report to the Dean, recommending up to three of the best-qualified candidates for the position. If the Committee finds that none of the applicants are qualified for the position, the Committee  will inform the Dean of their decision. A new search process will commence at the Dean's discretion and in consultation with the PPT Committee.
- Conduct all Committee affairs with strict adherence to confidentiality with regard to all persons considered for the position.

**B.  ACTION BY THE DEAN:** On receipt of the report of the Search Committee, and after consultation with the Full Professors regarding rank and tenure, the Dean shall decide on a recommendation to the University of a candidate to fill the position. The procedures, which the PPT Committee shall apply in advising the Dean regarding appointment, shall be consistent with the procedures and standards for recommending promotion and tenure, as described in Parts IV, V, and VI of this document.

**IV.      PROCEDURES FOR PROMOTION REVIEW FOR TENURE-TRACK FACULTY**

**A.  INITIATING THE REVIEW PROCESS:** In accordance with University policy, a review of the professional performance of all tenure-track Associate and Assistant Professors shall be held once every 3 years.[1] The Dean will notify faculty about their timeline for promotion review and

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[1] Tenured Associate Professors shall be given the opportunity to decide whether they wish to be considered for promotion to Full Professor, but they must receive either a promotion review or a post-tenure review at least every 5 years. A newly hired Associate Professor typically receives an initial probationary appointment to the rank of untenured Associate Professor for a term of 5 years. In these situations, reviews for reappointment with tenure are usually conducted prior to the end of the fourth year of the 5-year probationary appointment. Early consideration for reappointment with tenure is possible after the probationary faculty members has been in active

encourage faculty to be proactive in initiating their promotion process. In ongoing consultation with the Full Professors, the Dean will have conversations with faculty about the requirements for tenure and promotion at all faculty levels. These conversations should include the expectations for scholarly products and grants, and what is expected for the different faculty levels. Criteria to be used for evaluation are specified in Part VI of this document.

B. **MATERIALS TO BE REVIEWED FOR PROMOTION:**

- Persons to be reviewed shall submit the following materials to the PPT Committee materials:
  - a written statement of self-evaluation, using the criteria in Part VI as reference;

  - a copy of up-to-date curriculum vitae (CV);

  - description of teaching, research, training, technical assistance, or other assignments;

  - compilation of information about courses taught during the review period;

  - summary in tabular format of teaching and training evaluations received during the review period;

  - peer-observation report for teaching (provided by the PPT to the candidate);[2]

  - copies of three to five publications, research reports, and other forms of scholarship considered most representative of the candidate's work; and

  - a list of three to five established scholars who the candidate believes are most familiar with the areas in which the candidate has the greatest competence and from whom the Dean may request references (these reviewers are required to be outside the University and independent of the candidate);

- The Dean, with recommendations from the Full Professors and the PPT Committee, will also list appropriate persons to serve as external references for the candidate. Ideally, external references should come from individuals from research universities with very

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employment for at least 18 months (see letter to Deans from Bruce W. Carney, Executive Vice Chancellor and Provost, regarding initial appointment as a newly hired Associate Professor, October 26, 2010).

[2] The PPT Committee will arrange for visitation in at least one class session of at least one course during the academic year prior to or the calendar year in which the promotion review of an individual faculty member is conducted. The peer visitation will be conducted by one or two faculty members selected by the PPT Committee and who are knowledgeable in the candidate's curriculum area. Before visitation, the candidate will coordinate with the reviewer(s) to plan for the class visit and to describe the objectives and activities for the class session that will be observed, including submitting a copy of the course syllabus. These visitations should be as unobtrusive as possible. The date and time of the in-class observation should be announced to students prior to the class. The reviewer(s) shall submit a report of the classroom observation to the PPT Committee using the Peer Observation Form, which is available from the Dean's Administrative Assistant.

high research activity (RU/VH). The full list of possible external references, including those submitted by the candidate, will be shared with the candidate who will be invited to make comments and register any concerns about individuals on the list. The Dean shall then select a subset of these individuals who will be asked to serve as external reviewers. At least two of these reviewers should not be included on the candidate's list. A minimum of four reviews is required; these four reviews are required to be from reviewers outside the University and from individuals independent of the candidate. The Committee may seek information from additional sources with the knowledge of the candidate.

- The Dean shall make available to the PPT Committee the following information:
  o The material submitted by the candidate;

  o information from other sources; and

  o all external references.

- Sharing of information with the candidate will be governed by University policies and by state and federal law. The candidate may consult with the Office of the University Attorney about these policies and laws.

- No anonymous or oral comments will be used; only written evaluations or comments will be considered in the review process.

**C.  ACTION OF THE PERSONNEL PROMOTION AND TENURE COMMITTEE:** Based upon the review of the material submitted and in light of the criteria for evaluation, the PPT Committee shall prepare a descriptive report of the faculty member's performance.

- The PPT Committee shall not make a recommendation for or against a proposed action.
- The summary report shall be made available to the assembled Full Professors and the Dean.

**D.  ACTION BY THE FULL PROFESSORS:** Every effort will be made to provide the Full Professors at least 14 days to review the material related to the candidate's promotion case before being assembled to discuss, review, and vote on their recommendation to the Dean regarding the candidate's promotion case. The Full Professors will have at least 7 days to review the PPT Committee's summary statement of the candidate's promotional materials prior to being assembled to vote and provide their recommendation to the Dean.

- All discussion and deliberations of the Full Professors shall be held confidential.
- The Dean shall chair the meeting of the Full Professors.

- Voting of the Full Professors shall be by secret ballot, although Full Professors will have space on the ballot to explain the reason behind their particular vote.[3]

**E.  ACTION BY THE DEAN:** The recommendation of the Dean, including a report of the vote of the Full Professors, shall be presented to the faculty member in writing and shall be conveyed to the Provost of the University. A supporting statement shall accompany the Dean's recommendation. The faculty member has the right of appeal as specified in the Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill.

## V.      INITIATING THE REVIEW PROCEDURE FOR TENURE

**A.  INITIATING THE REVIEW PROCESS:**  Consistent with the University policies on tenure review, a review for tenure shall be initiated by the Dean at least one year before the expiration of the non-tenured appointment.  A review for tenure shall take priority over a review for promotion. In no case shall a faculty member request a promotion that would result in tenure without first meeting requirements for review for tenure.[4]

Materials to be Submitted and Criteria Used:

- Materials to be submitted are stated in Part IV-B.

- Criteria to be used for evaluation are specified in Part VI of this document.

**B.  ACTION OF THE PERSONNEL PROMOTION AND TENURE COMMITTEE:** Based upon the review of materials submitted and in light of the criteria for evaluation, the PPT Committee shall prepare a descriptive summary report of the faculty member's performance.

- The PPT Committee shall not make a recommendation for or against a proposed action.

- The PPT Committee will make the summary report available to the Full Professors and the Dean.

**C.  ACTION BY THE FULL PROFESSORS:** Every effort will be made to provide the Full Professors at least 14 days to review the material related to the candidate's tenure case before being assembled to discuss, review, and vote on their recommendation to the Dean regarding the candidate's tenure case.  The Full Professors will have at least 7 days to review the PPT

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[3] If the vote in not unanimous, the Dean should make every effort to convey the reason for negative votes and abstentions in the summary letter that is sent to the Provost of the University.
[4] A tenure decision is a different type of decision than a decision to promote because the tenure decision requires a long-term commitment to the faculty member by the University and assures rights and privileges beyond those of a non-tenured position. Therefore, the intent of this procedure is to insure a separate voting process for the two requests.

Committee's summary statement of the candidate's promotional materials prior to being assembled to vote and provide their recommendation to the Dean.

- All discussion and deliberations of the Full Professors shall be held confidential.

- The Dean shall chair the meeting of the Full Professors.

- Voting of the Full Professors shall be by secret ballot, although Full Professors will be able to comment on the ballot the reason behind their particular vote.[5]

**D.  ACTION BY THE DEAN:** The recommendation of the Dean including a report of the vote of the Full Professors shall be presented to the faculty member in writing and shall be conveyed to the Provost of the University. A supporting statement shall accompany the Dean's recommendation. The faculty member has the right of appeal as specified in the Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill.

## VI.  CRITERIA FOR APPOINTMENT, PROMOTION AND TENURE FOR TENURE-TRACK FACULTY

**A.  SCHOOL OF SOCIAL WORK CRITERIA FOR PROMOTION AND TENURE:** When considered for appointment, promotion, and tenure an individual's performance will be evaluated in terms of three domains: (a) research and scholarship; (b) engagement; and (c) teaching, advising, and mentoring. In promotion and tenure decisions for tenure-track faculty, the first domain of research and scholarship is the most heavily weighted performance area; followed by teaching, advising, and mentoring; and engagement. A total of 37 criteria and 182 individual evidentiary indicants are identified across the three domains. Not all faculty members will address all of these criteria in the nature and scope of their work; however, significant accomplishments and contributions must be demonstrated in a critical subset to demonstrate proficiency in a particular area. The candidate's written statement of self-evaluation using these criteria is an important summary document in the review process.

For tenure and promotion to the rank of Associate Professor, the candidate should have demonstrated excellence in all three domains. For promotion to the rank of Full Professor, the candidate should have demonstrated consistent excellence and ongoing growth at a substantially higher level in these domains since the granting of tenure and/or promotion to the rank of Associate Professor. It is expected that all faculty members will maintain ethical standards of professional conduct in their work with colleagues and students, work collaboratively with colleagues on School business, and assume their fair share of responsibilities in advancing the mission of the School.

**B.  RESEARCH AND SCHOLARSHIP:** Research includes systematic collection and analysis of information for generation of new knowledge, its refinement, application, and/or its capability

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[5] If the vote in not unanimous, the Dean should make every effort to convey the reason for negative votes and abstentions in the summary letter that is sent to the Provost of the University.

of solving important social problems. Faculty research contributes to the foundation of the social work knowledge base and creates new scholarship to guide all types of direct and macro social work practice and policy. Table 1 delineates the research activities and the measurement of these activities for tenure and promotion evaluations. The overarching goal is to evaluate the candidate's conceptual, theoretical, and empirical contributions to knowledge development.

**Criteria and Evidence for Promotional Review**

Table 1 presents 14 criteria consistent with favorable tenure and promotion decisions for faculty candidates. Under these criteria are listed 33 individual evidentiary indicants of professionally meritorious activities consistent with fulfillment of these 14 criteria.

The first five criteria are essential elements of scholarship. Some candidates will choose some or all of the next nine criteria (Criteria 6 thru 14) to demonstrate excellence. Criteria 6 thru 14 can be considered specific indicators of the fundamental activities explicated in Criteria 1 thru 5. Candidates seeking promotion to Full Professor should demonstrate that their work is increasingly interdisciplinary (as evidenced by publications, affiliations, and collaborative relationships) and has an impact on the science and practice of social work.

| Table 1. Research and Scholarship | |
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| **Criteria** | **Evidence (Supporting Documents)** |
| 1. Shows mastery of subject matter | • Establishes identity within the field beyond School; ultimately has national or international reputation (External letters [EL]; Full Professors' review [FP]).<br>• Respected for written work; Evidence supports candidate's status as a leader in the field (EL)<br>• Applies sophisticated methodological techniques (FP, PPT review)<br>• Demonstrates forward progression of knowledge and theory with written materials (FP, PPT, publications list [PL])<br>• Uses range of formats/journals for work[6] (CV, FP, PPT) |
| 2. Displays creativity/ originality of work | • Articulates how work contributes to field in new ways (Personal statement [PS]).<br>• Demonstrates originality of work (EL, FP)<br>• Makes particularly creative contributions (EL,FP, PS) |

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[6] Tenure track faculty should publish in a range of high-quality journals. The quality of the journals will be considered in the review process. The faculty member should discuss evidence for the quality and appropriateness for her or his journal selections in the personal statement. At the time this document was updated, open access social work journals have proliferated; however, their quality, value, and impact remains uneven. The faculty member is advised to consult senior faculty members concerning their opinions about different publication outlets. Candidates should choose interdisciplinary journals as often as possible, especially when seeking promotion to Full Professor.

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| 3. Develops external funding for research | • Submits proposals to support research (CV)<br>• Secures external funding to support research within the School[7] (CV) |
| 4. Completes data collection, analysis, dissemination | • Publishes: journals[8], reports, books (CV, FP, Letters of Support [LS], PPT, PS, PL, grant proposals).<br>• Develops data collection tools and protocols necessary to carry out planned research (CV, dossier materials) |
| 5. Disseminates scholarship | • Works in peer-reviewed journals; book chapters; presentations; conference proceedings[9] (PL)<br>• Publishes consistently; Impact on the field (EL, FP, PPT )<br>• Publishes using mixed-format: journals, reports; websites; books  (FP, PPT)<br>• Demonstrates evidence of scholarship impact: citation counts, downloads, impact factors for journals used (PS)<br>• Presents at conferences (Dean's review, FP, PPT) |
| 6. Engages in professional development | • Presents at workshops or in additional classes to increase knowledge and skill (CV)<br>• Articulates plan for future professional development (PS)<br>• Demonstrates willingness to mentor others and takes on increasingly complex assignments (CV, PS, dossier materials). |

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[7] Faculty should display an increasingly independent and autonomous track record for securing grant and contract support as they are promoted through the faculty ranks. Tenure track faculty seeking promotion to Associate Professor with tenure should demonstrate an ability to support their research agendas. Faculty seeking promotion to Full Professor should display skills to lead increasingly complex research projects as a Principal Investigator, as well as, support junior faculty colleagues and doctoral students within the School.

[8] Peer-reviewed journal publications have historically been a key element in evaluation of applications for tenure. Senior faculty and external reviewers will always judge both the quality and quantity of articles in the candidate's dossier. Quality and quantity are commonly highly correlated. The School of Social Work has not set a specific number of publications needed for promotion to a higher rank. The Dean's office will provide statistical information concerning past tenure and promotion packages (i.e., average number of publications, average number and size of grants) upon request. Dossiers for promotion to Full Professor must document publication activities significantly beyond the candidate's track record from Assistant to Associate Professor. Candidates are advised to seek guidance from senior faculty and mentors if questions arise concerning publication quality and quantity.

[9] These different vehicles for scholarship dissemination do not have equivalent weight in dossier reviews. Senior faculty, mentors, and supervisors should be consulted when questions arise concerning where to invest energy in publishing one's scholarship. For example, presentations and conference proceedings are commonly not given the same weight as peer-reviewed publications in promotion dossiers for tenure-track faculty.

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| 7. Engagement: Demonstrates ability to work on complex projects with collaborators at local, state, national, and/or international levels. [10] | • Engages with the field, provides consultation and guidance (CV, LS)<br><br>• Collaborates on teams or task forces with the purpose of identifying areas of new research<br><br>• Provides feedback and letters of support from colleagues in agencies and communities (EL, letter from supervisor)<br><br>• Reports to funders and other stakeholders; conferences (PS, letter from supervisor) |
| 8. Works across disciplinary lines, including publishing in journals outside of social work. | • Candidate's scholarship is used across disciplines, and within the practice community (CV, LS).<br><br>• Publishes in interdisciplinary peer-reviewed journals (PL) |
| 9. Develops and/or evaluates social interventions | • Develops manuals for applied research<br><br>• Provides copies of program manuals[11]<br><br>• Engages in the creation of tools, protocols, methodologies, or manuals used within the profession in the process of conducting research (PL; presentations) |
| 10. Conducts program evaluations | • Generates grant proposals, contracts (CV) |
| 11. Engages in research translation | • Reports to funders,[12] stakeholders; conferences (CV) |
| 12. Engages in community-based research | • Provides letters of support from agencies and/or collaborators (LS) |
| 13. Develops and facilitates meetings/workshops/training | • Compiles meeting agenda and compilation of evaluations |

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[10] Engaged scholarship is an emerging area on campus and in the field. This form of scholarship addresses a critical public concern and advances projects with extensive community collaborations and involvement (e.g., community-based participatory research). Candidates in this area should be given latitude to demonstrate research impact in multiple ways beyond the number of peer-reviewed publications.

[11] Development of a new program manual can be a significant contribution to social work practice. At the same time, the submission of an unpublished program manual in tenure and promotion dossiers usually does not have equivalent weight to peer-review publications. When questions arise, consult senior faculty and mentors.

[12] Reports to funders may be weighted differently in tenure track versus fixed-term faculty promotion dossiers. For tenure-track dossiers, reports to funders usually do not hold the weight of peer-reviewed publications. For fixed-term faculty, generating reports to funders might be central to their job duties, making these reports an important part of their promotion dossiers.

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| 14. Experiments with new forms of scholarly work using digital communications | • Generates scholarly work in the following innovative ways: blogs, social media use, website development, DVDs are considered in evaluating candidate's scholarship.[13] |
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*Note:* **CV** = curriculum vitae; **EL** = external letters; **FP** = Full Professors' review; **LS** = letters of support; **PL** = publications list; **PPT** = Personnel Promotion and Tenure Committee review; **PS** = personal statement

**C.  ENGAGEMENT:** Faculty performance for purposes of appointment, promotion, and tenure will include the evaluation of a domain called *engagement*. [14] Engagement elaborates on the University's traditional notion of service. Faculty engagement includes scholarly, pedagogical, and creative activities for the public good. Engagement includes public service and scholarship emanating from collaborative activities outside of what we have seen as our traditional scholarly community.

Faculty demonstrate engaged scholarship by bringing knowledge development from within the University and partnering with practitioners, scholars, and the public for the co-creation and application of new knowledge. Engaged faculty collaborate with individuals, organizations, and communities to apply that knowledge through written, spoken, and visual means for the betterment of the community, state, nation, and world.

Suggested evidence of engagement involves work across interdisciplinary lines. It includes publics associated with our School, the larger University, our profession, state, and global community. Engagement activities include traditional knowledge production, new knowledge co-creation, and knowledge transfers and exchanges that not only heighten individual and collective performance but also have short- and long-term effects that benefit all those involved.

**Criteria and Evidence for Promotional Review**

Table 2 presents five criteria consistent with favorable tenure and promotion decisions for faculty candidates. In addition, the table lists 34 evidentiary indicants of professionally meritorious activities consistent with fulfillment of these five criteria. Not all faculty members

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[13] Scholarship dissemination is evolving in new ways based on technological innovations. Faculty members are encouraged to explore innovative ways to disseminate their scholarship and make an impact upon the field. At the time of this update, it is unclear how these new forms of scholarship dissemination should be weighted within promotion dossiers. Junior faculty seeking promotion should consult with senior faculty to understand evolving attitudes in this area.

[14] Sources: Memorandum from Bruce W. Carney, Executive Vice Chancellor and Provost on May 22, 2012 entitled—"Future Promotion and Tenure Policies and Practices & the Academic Plan" and *Embedding Public Engagement in Higher Education: Final Report of the National Action Research Programme (*2011) written by Danny Burns and Heather Squires with participants from the National Action Research Programme. University of Bristol. www.publicengagement.ac.uk.

will focus on all of these criteria; however, expertise must be demonstrated in critical subsets to demonstrate a significant level of engagement.

| Table 2. Engagement | |
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| **Criteria** | **Evidence (Supporting Documents)** |
| 1. Supports the mission and functioning of the School | • Participates in leadership positions on School committees (CV, FP, PS)<br><br>• Participates in program leadership positions within the School that involve budgetary and personnel management responsibilities (FP, LS, PS)<br><br>• Draws on current literature and research in developing and revising policies and programs (FP, PS)<br><br>• Contributes to the creation of established protocols and operational policies<br><br>• Participates in School and student sponsored events (CV, FP, PS)<br><br>• Integrates external perspectives in the School's operation (EL,FP, PS) |
| 2. Supports the mission and functioning of the University | • Participates as an engaged member of University committees (CV, FP, PS).<br><br>• Participates in leadership position(s) on university committees (CV, FP)<br><br>• Contributes to the creation of efficient and effective communication and collaboration between the university and the school (EL, FP)<br><br>• Engages in budgetary and personnel responsibilities that foster effective University and School collaboration (EL, FP, PS).<br><br>• Draws upon research and literature in contributing to, developing and revising interdisciplinary policies, collaboration and programs (EL, FP, PS).<br><br>• Participates in University sponsored events that showcase the School and its faculty (CV, EL, FP, PS).<br><br>• Contributes to the creation of collaborative interdisciplinary partnerships between the School and University (EL, FP, PS) |

| 3.  Supports the mission and functioning of the Profession | • Participates in leadership position(s) on external professional committees (CV, FP, PS)<br><br>• Active membership on professional board(s) that support and guide the profession (CV, EL, FP, PS)<br><br>• Contributes to the creating and sustaining of effective communication and collaboration between the school, external professional groups and university (EL, FP, PS)<br><br>• Engages in management of budgetary responsibilities that support of school and professional undertakings ( CV, EL, FP, LS, PS)<br><br>• Disseminates findings and activities of professional boards and committees to colleagues, students, and field (EL, FP, PS)<br><br>• Strengthens professional policies and programs by integrating research and evidence based policies and practices (CV, EL, FP, PS).<br><br>• Positions the profession as clear contributor to the solution of society's complex challenges with the University and larger community (CV, EL, FP, LS, PS). |
| --- | --- |
| 4.  Collaborates with others to respond to short- and long-term community, state, and national needs and issues. | • Participates in leadership position(s) with community, state and/or national organizations that impact the welfare of families and communities (CV, EL, FP, PS).<br><br>• Serves on external administrative and/or governing boards with community, state and/or national organizations that impact the welfare of families and communities (CV, EL, FP, PS)<br><br>• Presents research and evidence based findings in presentations before boards, study commissions and/or legislative bodies whose work impacts the public (CV, EL, FP, PS)<br><br>• Recognized with honors and tributes for scholarship, teaching and pedagogy, and/or distinguished service (CV, EL, FP, PS)<br><br>• Provides leadership and consultation regarding program development implementation and/or workforce development with external state and/or national organizations (CV, EL, FP, PS)<br><br>• Contributes to the design, redesign or adaption of policies and practices that impact service delivery to families and communities through capacity building technical assistance (CV, EL, FP, PS)<br><br>• Disseminates and translates knowledge to promote adoption by external organizations of research and evidence based policies and practices through conferences, workshops, other media, training, technical assistance, consultation, and/or user oriented publications (CV, EL, FP, PS, LS)<br><br>• Contributes to collaborative learning experiences with external community, state and national partners that improve student and practitioner knowledge and skills (CV, EL, FP, PS) |

| 5.  Foster research, education, and engagement with the global community | • Participates in program leadership position(s) at the international and global level that influence practice and policy (CV, EL, FP, PS). |
|---|---|
| | • Participates on and contribute to the efforts of international and global committees whose works influences practices and policies that impact families, communities and nations (CV, EL, FP, PS). |
| | • Employs and draws upon research and evidence based practices and policies to inform the design of practices and policies at the international and global level (CV, EL, FP, PS). |
| | • Demonstrates ability to create and facilitate collaborative relationships that positively impact practice and policy at the international and global level (CV, EL, FP, PS). |
| | • Demonstrates the contributions of the discipline and profession to the work of international and global organizations engaged in serving diverse publics (CV, EL, FP, PS, LS). |
| | • Creates and supports opportunities for students to participate in and contribute to the efforts of international and global organizations committed to improving the welfare of diverse populations (CV, EL, FP, PS). |

*Note:* **CV** = curriculum vitae; **EL** = external letters; **FP** = Full Professors' review; **LS** = letters of support; **PL** = publications list; **PPT** = Personnel Promotion and Tenure Committee review; **PS** = personal statement

**D.  TEACHING, ADVISING, AND MENTORING:** Teaching, mentoring, and advising are overlapping activities of vital significance to the professional growth of both student and faculty, and this domain is a key consideration in tenure and promotion decisions. The benefits of effective, individualized, and responsive teaching, mentoring, and advising are seen at both the individual level and at the School level when such efforts are provided to students and to less-experienced faculty, particularly those belonging to underrepresented, disadvantaged, or otherwise disenfranchised groups. Many examples of preferred teaching, mentoring, and advising activities are described below, although it is recognized that additional activities not listed here might also constitute outstanding performance in the teaching, mentoring, and advising area, and that no one faculty member will engage in all, or perhaps even most, of these activities.

**Description of Teaching**

Teaching is among the most important of faculty responsibilities and can occur in a multiplicity of formal and informal settings. Moreover, the faculty represents a key asset of the University of North Carolina School of Social Work. The School's faculty consistently evidence excellence in the area of teaching, mentoring, and advising, whether they are working with master's or doctoral students in formal academic or classroom contexts, interacting with students and faculty in community-based agencies, or facilitating the transmission of knowledge to

colleagues and practitioners in the field. Effective, high-quality teaching, mentoring, and advising makes a substantial contribution to the creative development and professional advancement of social work graduate students, social work faculty, and the profession of social work.

The School of Social Work expects its faculty to provide high-quality instruction, to consistently model professionalism and core social work values in their instructional efforts, and to demonstrate expertise in the content areas in which they teach. Faculty are also expected to continuously develop and enhance their teaching skills, accomplishing this goal in part through participation in activities designed specifically to improve teaching effectiveness and to contribute generally toward ongoing curriculum development. As faculty members progress in their teaching careers, the School of Social Work expects its faculty to assume leadership roles in an array of teaching-related activities, including development of new courses; presentations of lectures, workshops, and trainings to the larger University community as well as local, regional, and national public and professional audiences; and to assume key teaching-related administrative roles.

**Description of Mentorship**

The School of Social Work places great value on faculty mentoring of master's and doctoral degree students and faculty colleagues. Mentoring has been defined as a professional relationship in which a knowledgeable and experienced person—the mentor—assists another person—the mentee—in developing specific skills and knowledge that will enhance the professional and personal growth of the mentee. Mentors might coach the mentee regarding development of a specific skill or might focus holistically on the mentee's professional development. Mentors can also assist mentees by sharing their resources and professional networks and by encouraging mentees to take professional risks (with substantial payoffs) within the context of a safe learning environment. Mentoring activities can be subdivided into formal and informal activities, and distinguished from activities related to teaching, advising, and coaching. For the purpose of granting tenure and promotion, the School of Social Work gives particular attention to the provision of mentoring to graduate social work students through directing independent study courses and regularly conducting individual consultations with students regarding their professional development; such mentoring is considered especially important in granting tenure and promotion. Similarly, the provision of responsive and effective mentorship to fellow faculty members is highly valued, and can include helping less-experienced faculty colleagues acquire advanced skills and knowledge in research, scholarship, and publication; career development; teaching philosophies, strategies, and techniques; and to otherwise provide social work faculty colleagues with support, expertise, and assistance when needed. Truly exceptional faculty will demonstrate leadership in a number of mentoring areas, including assisting students and faculty members in acquiring grants, winning awards, or publishing in

professional journals; exceptional faculty will also provide intensive mentorship and support to students and faculty who are struggling with academic or professional issues. Similar to advising, mentorship can occur in the context of both field and academic settings.

**Description of Advising**

Academic advising has been defined as a

> *…developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of referral to other campus agencies as necessary*. (Crockett, 1987. p. 6-7)

In addition, field advising plays a critical role in the education of professional social work practitioners. Where pertinent to their identified faculty responsibilities, School of Social Work faculty members are expected to provide high-quality academic and field advising to students. At a minimum, excellence in academic advising involves outreach to students who are struggling with professional development or personal issues and establishing effective relationships with student advisees and other students who seek professional guidance. Excellence in field advising entails establishing effective relationships with students, field instructors, and agency personnel in addition to continuously monitoring student progress in the field. In addition, exceptional faculty members will provide leadership in the areas of academic and field advising. Leadership in academic and field advising can be demonstrated in many ways, such as through the receipt of School, University, and professional advising awards, student evaluations, or via publication or promotion of innovative and/or evidence-based advising practices.

**Service to the MSW Program**

Service in support of the MSW program encompasses a wide range of activities that are essential to maintaining a strong and thriving community of learning. Contributions to the MSW program might include hiring and mentoring students as research or program assistants; planning and/or participating in JumpStart (i.e., MSW program orientation); assisting with recruitment, post recruitment, and graduation events; and participating in student-initiated gatherings such as Harambee, Hunger Banquet, and fundraising events.

**Service to the Doctoral Program**

Finally, service to the School's doctoral program related to the teaching, mentoring, and advising domain can include serving as Chair or Member of doctoral dissertation committees, providing formal and/or informal mentoring to doctoral students, contributing to the teaching mission of the doctoral program, supervising doctoral student teaching and/or research assistants, and providing administrative leadership to the doctoral program.

**Criteria and Evidence for Promotional Review**

Table 3 presents the criteria consistent with favorable tenure and promotions decisions; the 18 criteria are categorized in areas of teaching (6 criteria), mentoring (3 criteria), academic and field advising (5 criteria), MSW program-related (2 criteria), and doctoral program-related (2 criteria). In addition, the table includes 115 evidentiary indicants of professionally meritorious activities consistent with fulfillment of the 18 teaching, mentoring, and advising criteria for tenure and promotion. The School recognizes that few faculty will demonstrate excellence across all criteria. However, candidates for tenure and promotion are expected to have made significant contributions to the teaching mission of the UNC School of Social Work across a range of criteria and to evidence an ongoing commitment to their professional improvement in teaching, mentoring, and advising.

Sources and types of information to aid in assessing a candidate's performance in the teaching, mentoring, and advising domain include, but are not limited to, student teaching evaluations; peer-observation teaching evaluations; number and breadth of courses taught; number of new courses developed; number and variety of activities completed to enhance teaching, mentoring, and advising skills; receipt of School, University, or professional teaching awards; quality of course syllabi; receipt of grants related to pedagogy; publication of instructional curricula and other teaching materials such as textbooks and articles focused on pedagogy; documentation of innovative teaching accomplishments; Field Instructor evaluations; student advisor evaluations; number of doctoral dissertations chaired; and number of publications co-authored with doctoral and master's degree students. Candidates may compile these and related materials into a teaching portfolio that explicitly addresses their teaching, mentoring, and advising activities and achievements.

| Table 3. Teaching, Mentoring, and Advising | |
|---|---|
| **Criteria** | **Evidence (Supporting Documents)** |
| **Teaching** | |
| 1. Provides high quality instruction | **Effectiveness of teaching materials**<br><br>• States clear and relevant course objectives (Syllabi [S])<br>• Clearly communicates course requirements and grading system (S, Student Evaluations [SE])<br>• Demonstrates consistency among objectives, units of study, and assignments (S)<br>• Continuously updates course content, readings, and media to reflect new issues, theories, methods, and techniques in related areas (S)<br>• Develops syllabi and/or learning agreements of sufficient depth and breadth and involving multiple stakeholders (S,  Learning Agreements)<br>• Addresses major professional and practice issues pertinent to course content (S)<br><br>**Effectiveness of course instruction**<br><br>• Organizes material well and structures course sessions in ways that are conducive to learning (peer evaluations [PE], SE)<br>• Presents concepts with clarity, and in a manner readily understood by students (PE, SE)<br>• Uses a variety of teaching methods and media to respond to varied student learning styles (S, PE, SE )<br>• Uses an engaging instructional style that stimulates interest and thought, pacing material well (PE, SE)<br>• Maintains rigor, teaching at the appropriate level (PE, SE)<br>• Uses team-based learning or other cutting-edge pedagogies (PE, SE)<br>• Evaluates students fairly and appropriately (PE, SE)<br>• Regularly seeks feedback from students regarding teaching effectiveness (PE, SE, Mid-course Evaluations)<br>• Receives positive student evaluations (SE)<br>• Receives positive evaluations from direct peer observation (PE)<br>• Has received School or University teaching awards or other professional recognition of teaching excellence (CV, substantiation of awards)<br>• Interacts with students (including those with special educational and behavioral challenges) in a manner that is educationally appropriate and motivates students to learn (PE, SE, examples of written feedback provided to students)<br>• Is able to involve students in critical thinking about their academic work and their practice experience (PE)<br>• Develops and utilizes technology in teaching, including course management software, websites, and other state-of-the art technological advances (PE, SE)<br>• Provides students with prompt, detailed, and constructive feedback (SE, examples of written feedback to students) |

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|---|---|
| | • Is sensitive to students' needs in course work and is able to respond to such needs appropriately (SE) |
| | • Has a strong grasp of the knowledge and skills of the field in which he or she teaches and synthesizes such knowledge and skills in course content (S, PE, SE ) |
| | • Enriches teaching by including stakeholders (e.g., clients, providers, advocates, interdisciplinary experts) in course development and implementation (S, SE) |
| 2.  Models professionalism and the core social work values of service, social justice, dignity and worth of the person, importance of human relation-ships, integrity, and competence | • Creates an affirming and inclusive climate for student learning and professional development (PE, SE)<br><br>• Consistently models a high level of respect and appreciation for diversity and inclusiveness (PE, SE)<br><br>• Creates and fosters learning experiences in and outside of the classroom that help students grow in self-awareness and understanding of privilege and oppression (PE, SE)<br><br>• Responds appropriately and respectfully to student questions and comments (PE, SE)<br><br>• Is regularly on time and well prepared for class (PE, SE)<br><br>• Makes herself or himself available to students outside class as evidenced by keeping posted office hours and providing timely responses to e-mails (S, SE, and examples of e-mails with time stamps)<br><br>• Promotes understanding of professional social work values and ethics (PE, SE)<br><br>• Use the inherent authority of the faculty position in accordance with the NASW Code of Ethics (PE, SE) |
| 3.  Demonstrates expertise in content area | • Has significant practice experience in the course content area and draws on that experience appropriately, thereby demonstrating practice competence in the classroom (CV, PE, SE)<br><br>• Maintains up-to-date knowledge in content area (CV, SE)<br><br>• Has capacity to integrate theory with practice and draws on this capacity in the classroom (PE, SE)<br><br>• Guest lectures in the classes of colleagues (CV, Teaching Portfolio [TP]) |
| 4.  Continues to develop and enhance teaching skills; participates in activities designed to improve teaching effectiveness | • Attends faculty development workshops (CV,  attendance certificates)<br><br>• Participates in School of Social Work Teaching Circle (certificate)<br><br>• Uses resources from the UNC Center for Faculty Excellence (TP)<br><br>• Manifests steady progress in teaching expertise, including course preparation, structure, readings, and achievement of course objectives as evidenced by course evaluations (PE,SE)<br><br>• Exhibits increasing breadth in teaching and instructional experiences over time (PE,SE) |
| 5.  Contributes to curriculum development | • Reflects evidence-based practices in syllabi and course instruction (PE, S, SE)<br><br>• Incorporates current and diverse readings that reflect latest developments in the profession (S)<br><br>• Makes positive and active contributions to teaching teams (CV, PE) |

| 6. Takes a leadership role in any of the above teaching area**s** | • Develops proposals for and implements new courses in response to professional and research advances. (CV, written proposals) |
|---|---|
| | • Develops new online courses (CV, course descriptions) |
| | • Develops and organizes a new certificate program (CV and program description) |
| | • Obtains teaching or training-related grants (CV, grant award letters) |
| | • Develops innovative technologies and teaching techniques (PE, S, SE, publications, ) |
| | • Acts as lead instructor for a multi-section course (TP) |
| | • Takes responsibility for organizing and facilitating monthly Teaching Circle (CV, TP) |
| | • Presents at the UNC School of Social work Clinical Lecture Series (CV) |
| | • Publishes social work textbooks (CV) |
| | • Publishes books, articles, or monographs about social work or college instructional approaches/methods (CV, publications) |
| | • Publishes other instructional materials (CV) |
| | • Directs school-wide educational programs (e.g., Field Education, Advanced Standing, Part-Time programs) (CV) |
| | • Coordinates distance education courses (CV, S) |
| | • Leads and coordinates a global immersion program (e.g., South Africa, China, India) (CV) |
| | • Disseminates new information at professional conferences such as CSWE or SSWR (CV, conference proceedings) |
| | • Gives presentations/workshops, symposia, and lectures to the greater University community and to local, regional, and national public audiences (CV) |
| **Mentoring** | |
| 7. Provides responsive and effective mentorship to students | • Directs independent studies (TP) |
| | • Regularly meets with students around their professional development (SE, TP) |
| | • Encourages students to join professional organizations, attend conferences, and make presentations (SE, TP) |
| | • Regularly reaches out to individual students from nondominant groups such as students of color, LGBTQ, international, and older students to provide support and advice (SE) |
| | • Works with and provides support to student caucuses (CV, appointment letters) |
| | •  Continues to provide career advice and mentoring to students after graduation (TP) |
| 8. Provides responsive and effective mentorship to colleagues | • Works collaboratively with other faculty members to provide support, expertise, and assistance when needed (PE) |
| | • Mentors less experienced faculty in teaching philosophies, strategies, and techniques (PE) |
| | • Mentors less experienced faculty in research, scholarship, career, and skill development (PE) |

| 9. Takes a leadership role in mentoring activities | • Provides mentorship resulting in students obtaining grants, winning awards, or publishing in highly regarded journals (SE, TP, examples of students' work)<br>• Provides intensive mentorship to struggling students so they are able to successfully complete their programs (SE)<br>• Provides mentorship to junior colleagues resulting in their selection for awards, funding, publishing, or other honors (PE,TP)<br>• Is nominated for or wins a mentoring award (CV, proof of award/nomination) |
|---|---|
| **Field Advising** | |
| 10. Provides high quality field advising to students | • Establishes and maintains effective relationships with students, field instructors, and agency personnel (Field Instructor evaluations [FIE], evaluation from Director of Field Education, SE)<br>• Monitors student progress regularly, assessing performance and agency role in the professional education of the student (evaluation from Director of Field Education, FIE, SE)<br>• Leads site visits, demonstrates knowledge of field practices/procedures/policies (evaluation from Director of Field Education, FIE, SE)<br>• Reaches out to students who are members of underrepresented groups and provides support and advice (evaluation from Director of Field Education, FIE, SE) |
| 11. Develops and nurtures relationships with agencies and field instructors | • Identifies and develops new field placements (evaluation from Director of Field Education, FIE)<br>• Keeps abreast of changes in service delivery systems that affect the quality of field placements (FIE)<br>• Develops and delivers Field Instructor training (CV)<br>• Attends and participates in community boards and work groups (CV) |
| 12. Takes a leadership role in field advising | • Develops new ideas and concepts for field seminars or other activities (PE, S)<br>• Develops innovative and effective field education practices and procedures (evaluation from Director of Field Education)<br>• Makes presentations about new developments in field education at CSWE, SSWR, or other professional conferences (CV, conference proceedings)<br>• Publishes manuscripts about changing trends, new approaches, or innovations in field education (CV, PL)<br>• Is nominated for or wins an advising award (CV, TP, proof of award) |
| **Academic Advising** | |
| 13. Provides high-quality academic advising | • Establishes and maintains effective relationships with assigned student advisees or other students who seek their professional guidance (SE, PE)<br>• Reaches out to students who are struggling and supports them in reaching their potentials (SE)<br>• Reaches out to students who are members of underrepresented groups and provides support and advice (SE) |

| 14. Takes a leadership role in academic advising | • Is nominated for or wins an award for excellence in advising (CV, certificate)<br>• Makes presentations about innovations in advising at CSWE or other professional conferences (CV, conference materials)<br>• Publishes manuscripts about changing trends or innovations in academic advising (CV, PL) |
|---|---|

| **Service to the MSW Program** | |
|---|---|
| 15. Makes contributions to the school's MSW program | • Hires and mentors MSW students for research or program assistantships (CV, TP)<br>• Assists with planning or directly participates in JumpStart orientation (CV, TP)<br>• Assists with planning or directly participates in MSW professional development workshops or leadership series (CV, TP)<br>• Participates in school recruitment efforts (e.g., information sessions, HBCU campus visits, diversity recruitment events), activities for accepted students (e.g., Welcome Weekend) and/or graduation events such as parent/family celebration. (CV, TP, participant evaluations)<br>• Assists with the concentration planning for MSW students (e.g., concentration orientation, dual degree/certificate fairs, reviewing plan of studies) (CV, TP)<br>• Supports student-organized activities by assisting with caucuses, SHAC, and special events (e.g., Harambee, Hunger Banquet, SSW Fall Potluck, fundraisers) (TP)<br>• Hosts an international student, faculty, or faculty groups (CV, TP) |
| 16. Provides leadership to the MSW program | • Acts as liaison to SoWoSo and student caucus groups (CV, SE)<br>• Serves as dual degree, certificate, or licensure program liaison (CV, TP)<br>• Leads a study abroad trip (CV, SE, TP)<br>• Leads a service/research trip (CV, TP)<br>• Develops opportunities for students or initiatives that promote student growth and the MSW program as a whole (CV, TP) |

| **Service to Doctoral Program** | |
|---|---|
| 17. Makes contributions to the school's doctoral program | • Chairs dissertation committees (CV, TP)<br>• Reviews doctoral program applications (CV, TP)<br>• Serves as a member of a doctoral dissertation committee (CV, TP)<br>• Provides funding for a doctoral student (CV, TP)<br>• Provides formal and informal mentoring to doctoral students (CV, TP)<br>• Supervises and mentors doctoral students as graduate research assistants (CV, TP)<br>• Otherwise contributes to the teaching mission of the doctoral program (CV, TP)<br>• Supervises a doctoral student during his or her teaching practicum (CV, TP)<br>• Receives positive student evaluations for doctoral course instruction (CV, SE, TP)<br>• Receives positive peer observation evaluations for doctoral course instruction (CV, PE, TP)<br>• Participates in preparation and evaluation of doctoral program comprehensive examination (CV, TP) |

| 18. Provides leadership to the doctoral program | • Chairs/directs the doctoral program (CV, TP)<br>• Chairs multiple dissertation committees (CV, TP)<br>• Provides funding for multiple students (CV, TP) |
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*Note*: **CV** = curriculum vitae; **EL** = external letters; **FAR** = Faculty Activity Report; **FIE** = Field Instructor evaluation; **FP** = Full Professors' review; **LS** = letters of support; **PE** = peer evaluations, **PL** = publications list; **PPT** = Personnel Promotion and Tenure Committee review; **PS** = personal statement; **S**= syllabus; **SE** = student evaluations, **TP**= Teaching  Portfolio

## VII. CRITERIA  FOR POST-TENURE REVIEW

**A. STATEMENT OF PURPOSE:** The purpose of post-tenure review is to provide a systematic process for the periodic, comprehensive review of the performance of all tenured faculty members whose primary duties are research; engagement; and teaching, advising, and mentoring. This process serves as an additional means of fostering the School's mission of educational excellence, including its goal of contributing to the development of knowledge through scholarship and engagement and providing high-quality instruction to its students. Post-tenure review serves to enhance a sense of accountability within the School and the University. The post-tenure review process should respect the basic principles of academic freedom. Post-tenure review does not abrogate, in any way, the due process criteria or procedures for dismissal or other disciplinary action established under the Trustee Policies and Regulations Governing Academic Tenure. The policies and procedures presented below incorporate the basic principles of the policies established by the Board of Governors in Sections 400.3.3 and 400.3.3.1 of the UNC Policy Manual.

**B. SCHEDULE FOR REVIEW:** All tenured members of the faculty will be reviewed in five year cycles. Members of the faculty who are appointed or promoted to tenured positions in subsequent years will be brought into the five year cycle so that they participate in the process of post-tenure review no later than five years after the effective date of tenure. If necessary, adjustments in the schedule of review may be made to meet the needs of individual faculty members and the institution. The Dean will advise faculty members who will undergo post-tenure review in any given year a minimum of six months in advance of an upcoming post-tenure review.

**C. RELATION TO OTHER FORMS OF REVIEW:** The system of post-tenure review will supplement, rather than substitute for, other systems of review, including those relating to tenure and promotion, annual feedback in years prior to tenure, appointment to distinguished chairs, salary determinations, yearly evaluation meetings with the Dean, or personnel actions taken pursuant to University policies on tenure and promotion and other matters relating to faculty conduct and performance.

**D. PROCESS:** The following guidelines outline the process that post-tenure review should follow. This process should identify and recognize outstanding performance of faculty members and may also identify specific areas in which faculty members can improve and, in such cases, the process should result in specific recommendations and plans for improvement:

- *General Principles.* The post-tenure review process should be as simple, straightforward, fair, functional, and flexible as possible.

- *Obligation of Confidentiality.* All matters relating to individual post-tenure reviews will be regarded as confidential in nature. All faculty members who participate as members of the Post-Tenure Review (PTR) Committee or otherwise advise on individual cases will take seriously their obligation to abide by this requirement.

- *Participation of Faculty Member Being Reviewed*. Each faculty member who is to undergo review in a given year will take an active role in the post-tenure review process by assisting with planning, preparing relevant background information, engaging in constructive dialogue with colleagues and the Dean, and undertaking a development plan if needed to address deficiencies in performance.

- *Composition and Duties of the PTR Committee.* In consultation with the Dean, the School's Personnel Promotion and Tenure (PPT) Committee will appoint an individual PTR Committee for each faculty member under review. Each PTR Committee will have a minimum of three committee members, with at least one member who is also a member of the PPT Committee.  In addition, after inviting nominations from the PPT Committee, the Dean will arrange for additional members of the tenured faculty to serve on the PTR Committee. All members of the PTR Committee must be members of the School of Social Work tenure-track faculty and must be at equal or higher rank as the person under review. After completing its review of the contributions of the faculty member and consulting with the Dean, the PTR Committee will provide a written report and recommendation to the Dean. In summarizing the contributions of faculty members, the PTR Committee will determine whether the performance of the faculty member under review meets, exceeds or does not meet expectations. If deficient, the PTR Committee will recommend to the Dean that the faculty member prepare a development plan specifying actions to remedy his or her deficiencies.

  UNC-Chapel Hill shall provide ongoing support and training for all post-tenure review evaluators, including peer review committee members, department chairs or academic unit heads, and deans. UNC General Administration will provide digital training modules that focus on the basics of state personnel policy and UNC policies, regulations, and guidelines related to personnel and tenure; the essential elements

of a useful and thoughtful review; how to prepare, conduct and manage a meaningful review process; and how to provide constructive criticism in a positive manner. UNC-CH shall ensure that all post-tenure review evaluators review these modules and receive training in campus-specific policies and procedures. In submitting the requisite annual post-tenure review reports, the Provost will also certify that required training has been conducted.

- **Information Considered During Review Process:** The review will involve an examination of qualitative and quantitative evidence of all relevant aspects of a faculty member's professional performance over at least the previous five years in relation to the mission of the department, school and institution. If a faculty member's responsibilities do not include teaching, research and public service, but instead focus primarily on one or two of these areas, the review shall take this allocation of responsibilities into account.

  o **Self-Assessment By Faculty Member:** The faculty member being reviewed will prepare a written self-assessment indicating accomplishments during the past five years, goals for the next five years and specific milestones for meeting these goals. Annual reviews will be used to assess progress towards goals specified. Self-assessments should be approximately two single-spaced pages in length.

  o **Background Information**: The faculty member will also prepare a file that includes:

    – a copy of up-to-date curriculum vitae (CV);

    – teaching evaluations for all classes taught for the past five years;

    – scholarly work completed since the last review (three to five examples of work that best represents the faculty member's contributions) ; and

    – information concerning significant professional and public engagement[15]

  o **Peer Visitation of Classes**. Peer visitation of classes will be conducted to enhance the insights of the faculty as a whole about teaching and to provide relevant information on the faculty member being reviewed. The purpose of the visit is to observe the faculty in a typical classroom activity. As a general matter, the PTR Committee will arrange for visitation in at least one class

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[15] The Dean may also provide additional written information that may be pertinent, including information developed during periodic merit reviews and information relating to the faculty member's ongoing work within the institution.

session of at least one course during the year prior to or the year in which the post-tenure review of an individual faculty member is conducted. One or two members of the PTR committee will conduct the peer visitation. Before visitation, faculty members under review will meet with the member(s) of the PTR Committee to plan for a class visit and to describe the objectives and activities for the class session to be observed. The faculty member under review will provide the PTR Committee member(s) with a course syllabus. These visitations are intended to be as unobtrusive as possible. The date and time of the in-class observation should be announced to students prior to the class. The reviewer(s) shall submit a report of the classroom observation to the PTR Chair using the Peer Observation Form, which will be provided.

- *Determination Regarding Overall Performance*. The PTR Committee will submit its confidential summary review and recommendations to the Dean. The Dean will provide a written evaluative review along with the PTR Committee report to advise the faculty member being reviewed whether he or she believes that the faculty member's performance meets, exceeds or does not meet expectations. The post-tenure review process should identify and recognize performance that exceeds expectations. The process may also identify specific areas in which faculty members can improve and, in such cases, the process should result in specific recommendations and plans for improvement. For faculty members whose overall performance does not meet expectations, the report of the Post-Tenure Review Committee shall include a statement of the faculty member's primary responsibilities, directional goals established, specific descriptions of shortcomings as they relate to the faculty member's assigned duties, and a more comprehensive plan for improvement (a development plan) should be prepared.

- *Establishment and Monitoring of Development Plan*. Development plans should be established jointly by the faculty member being reviewed and the Dean on the basis of the evaluation and recommendations provided by the Post-Tenure Review Committee. Faculty development plans should be individualized and flexible, taking into account the faculty member's intellectual interests, abilities, and career stage, as well as needs of the unit and institution. The development plan should describe changes, if any, to be made in the faculty member's teaching, research, and/or service responsibilities, establish clear goals, specify steps designed to achieve those goals, define indicators of goal attainment, establish a clear and reasonable time frame for the completion of goals, identify any resources available for implementation of the plan, and state the consequences of failure to attain the goals. The use of mentoring peers is encouraged, and progress meetings with the Dean must occur on at least a semi-annual basis during the specified time frame in

the development plan. Annual reviews will also be used to assess progress toward goals specified in the plan. The Dean will acknowledge in writing a faculty member's clear improvement and the successful completion of a development plan.

- **Role of the Dean**

    o  After consulting with the PTR Committee, the Dean will receive and review their report on the faculty member being reviewed.

    o  The Dean will prepare a written evaluation to accompany the PTR Committee report for the faculty member conveying the results of the review. The faculty member is given the opportunity to provide the Dean with a written response to the PTR Committee Report.

    o  If the PTR Committee determines that a faculty member's overall performance does not meet expectations and recommends the establishment of a development plan, the Dean will work jointly with the faculty member to prepare the plan using the evaluation and recommendations in the PTR report. Annual reviews will be used to assess progress toward goals specified in the plan.

    o  The Dean shall review any written response to the PTR Committee report provided by the faculty member.

    o  The Dean will maintain the PTR Committee's written summary and the faculty member's response, if any, as part of that faculty member's confidential personnel file, along with all background information and other materials used in connection with the post-tenure review.

E. **APPEALS AND REPORTS TO THE PROVOST**

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

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

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

**F. PROCEDURE FOR REQUESTING A POST TENURE REVIEW DELAY**

- Requests to delay an upcoming post tenure review should be submitted to the faculty member's Dean three months in advance to ensure timely departmental processing of the request.

- Requests must be in writing and specify the compelling reason(s) for the request to delay the review.

- The Dean will forward the delay request with a written justification to the Executive Vice-Provost and Chief International Officer (or his/her designee).

- The Executive Vice-Provost and Chief International Officer will review and a written communication will be sent to the faculty member and the Dean indicating whether the request has been approved.

- If the request is approved, the faculty member's academic unit must then complete an electronic action in the existing system, with the Provost's letter of approval attached, to finalize the change to the Post Tenure Review date.

## VIII.    PROCEDURES FOR APPOINTMENT, REAPPOINTMENT AND PROMOTION FOR FIXED-TERM FACULTY[16]

**A.  APPOINTMENT DEFINITIONS, REAPPOINTMENT REVIEWS, AND PROMOTION:** Fixed-term appointments are those appointments not leading to permanent tenure. As stipulated by the University, fixed-term ranks include (a) Instructor, (b) Assistant Professor, (c) Associate Professor, and (d) Professor, with the prefix qualifier "clinical" or "research." Generally, fixed-term faculty member receive one-year appointments. Fixed-term denotes an appointment for a person who is employed in the School for at least 50% full-time equivalent and whose primary responsibility within the School is in one of three work foci: research and scholarship; engagement; or teaching, advising and mentoring (see Section VI for definitions of these work foci and associated criteria and evidentiary indicants).

All faculty members, including those in fixed-term appointments, are expected to participate in faculty governance and contribute in the performance of the School's planning, program, and administrative work.

At the discretion of the Dean of the School, fixed-term faculty at the rank of Clinical or Research Associate Professor or higher may be eligible for a 2- or 3-year contract. A fixed-term faculty member with a rank of Assistant Professor or higher may be appointed to full membership of the graduate faculty of the University.

A review of all fixed-term faculty members at Clinical or Research Assistant Professor or higher will be conducted every 1 to 3 years at the time of contract renewals. For reappointment to current rank, the PPT Committee requires a letter with a recommendation for reappointment from the fixed-term faculty member's supervisor. Fixed-term faculty members are not required to submit other review materials. The Dean provides the assembled Full Professors with a copy of the letter from the fixed-term faculty member's supervisor, and may share any comments expressed by members of the PPT. The assembled Full Professors will vote on the reappointment. The recommendation of the Dean, including a report of the vote of the Full Professors, is conveyed to the faculty member in writing.

The Dean will notify fixed-term faculty members about their timeline for review and encourage them to be proactive in initiating their promotion process (see requirements below). In ongoing consultation with the Full Professors, the Dean will have conversations with faculty about the requirements for promotion at all faculty levels. These conversations should include the

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[16] The classifications of Adjunct and EPA non-faculty are considered fixed-term, but are not reviewed for official promotions within the School, and therefore, those positions are not within the scope of this document. For more comprehensive information and guidelines that govern EPA non-faculty positions, refer to General Administration guidelines under Human Resources policies and procedures.

School's expectations for scholarly products and grants as well as what is expected of faculty within each of the different faculty levels.

The PPT Committee will review reappointments and recommendations for reappointment to a higher rank. Criteria for appointment, reappointment, and promotion are specified in Part VI of this document. In promotion decisions for fixed-term faculty, the relative weight of the three performance domains (research and scholarship; engagement; and teaching, advising, and mentoring) will be determined based on the job description of the faculty member being considered for promotion.

B. **APPOINTMENT AND PROMOTION GUIDELINES:** The following classification hierarchy and promotion guidelines will be followed for fixed-term faculty appointments.

- ***Appointment to (Clinical or Research) Fixed-term Instructor***: Appointment to this rank requires a master's degree. A minimum of 3 years of relevant experience (pre- or post-master's studies) is preferred, although not required. The primary domain(s) of responsibility (work focus) must be identified upon being hired (research and scholarship; engagement; teaching, advising, and mentoring).

- ***Appointment or Promotion to (Clinical or Research) Fixed-term Assistant Professor***: Direct appointment to this rank requires either a master's degree and 7 years of relevant experience (6 years must be post master's) or a doctoral degree in social work or in a related field. At the discretion of the Dean in consultation with the Associate Deans for Research and Academics, fixed-term faculty with a rank of Assistant Professor or higher may chair committees within the school and apply for research funding as a principal investigator. The Clinical or Research Instructor will complete either a minimum of 4 years of employment in the School of Social Work at this rank to be eligible for promotion to the rank of Clinical or Research Assistant Professor or earn a doctoral degree in social work or in a related field in the interim. At the discretion of the Dean, a candidate with fewer years of experience may be eligible for promotion if the candidate's reputation and expertise warrant such an exception.

  To be promoted to the level of Clinical or Research Assistant Professor, the Clinical or Research Instructor will demonstrate excellence in his or her identified primary domain of responsibility (research and scholarship; engagement; teaching, advising, and mentoring) using the associated criteria and evidentiary indicants described in Section VI. The successful candidate for promotion will demonstrate progressively greater amounts of leadership, initiative, responsibility, and independence in conjunction with the principal investigator or other supervisor of his or her work, including the identification and achievement of goals for professional development.

- ***Promotion to (Clinical or Research) Fixed-term Associate Professor:*** Appointment to this rank requires either a master's degree and 13 years of relevant experience (12 years must be post master's) or a doctoral degree in social work or in a related field and 6 years of relevant experience (5 years must be post master's). Appointees should evidence excellence in the primary domain of responsibility (i.e., research and scholarship; engagement; teaching, advising, and mentoring) and proficiency in an identified secondary domain of responsibility using the associated criteria and evidentiary indicants described in Section VI. The Clinical or Research Assistant Professor already employed in the School of Social Work will complete 6 years of employment in the School of Social Work at this rank to be eligible for promotion to the rank of Clinical or Research Associate Professor. At the discretion of the Dean, a candidate with fewer years of experience may be eligible for promotion if the candidate's reputation and expertise warrant such an exception.

  The successful candidate for promotion will demonstrate progressively greater amounts of leadership, initiative, responsibility, creativity, and independence (in conjunction with the principal investigator, if applicable, or other supervisor). To achieve the rank of Clinical or Research Associate Professor, in conjunction with involvement of a secondary foci, faculty members will demonstrate understanding and proficiency in the identified domain of responsibility through publication of scholarly work, presentations at conferences or workshops, use of research findings in the development of professional trainings or other scholarly activities (e.g., co-author or co-presenter), or development of curriculum that is well-received by consumers and evaluated as helpful and/or relevant to the profession.

- ***(Clinical or Research) Fixed-term Full Professor***: Appointment to the rank of Clinical or Research Full Professor requires a doctoral degree in social work or in a related field, 12 years of relevant experience (11 years must be post master's), and demonstrated expertise and consistent functioning in at least two of the three work domains: research and scholarship; engagement; or teaching, advising, and mentoring. Criteria and evidentiary indicants used for appointment to this rank are described in Section VI. At the discretion of the Dean, a candidate with fewer years of experience may be appointed to the rank of Clinical or Research Full Professor if the candidate's reputation and expertise warrant such an exception and appointment. Fixed-term Associate Professors already employed in the School of Social Work and who have a doctoral degree in social work or in a related field are eligible for promotion to Clinical or Research Professor after 6 years in their current position. At the discretion of the Dean, a candidate with fewer years of experience may be eligible for promotion if the candidate's reputation and expertise warrant such an exception. Applicants for promotion are expected to demonstrate capacity to bring external funding into the

School, to mentor other colleagues and students, and to have substantial expertise in his or her area of interest certainly within the state of North Carolina and possibly regionally or nationally.

**C.** MATERIALS TO BE REVIEWED FOR PROMOTION:

- Persons to be reviewed for promotion shall submit the following materials to the PPT Committee:

  - a description of job responsibilities;

  - written statement of self-evaluation referencing the description of job responsibilities and the appropriate criteria for performance review as given in Section VI of this document;

  - a copy of up-to-date curriculum vitae (CV);

  - letter of support from the candidate's primary supervisor or administrator;

  - copies of three to five publications, summary of training curricula developed, research and administrative reports, or other items considered most representative of the candidate's work;

  - other written materials that support the request for promotion that represent the primary responsibilities of the fixed-term faculty member;

  - compilation of information about courses taught during the review period, if applicable;

  -  compilation of teaching and training evaluations, if applicable;

  - peer-observation report for teaching or instruction, if applicable (provided by the PPT to the candidate); and[17]

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[17] The PPT Committee will arrange for visitation in at least one instructional session of at least one course or training event during the academic year prior to or the calendar year in which the promotion review of an individual faculty member is conducted. The peer visitation will be conducted by one or two faculty members selected by the PPT Committee and who are knowledgeable in the candidate's curriculum area. Before visitation, the candidate will coordinate with the reviewer(s) to plan for the visitation and to describe the objectives and activities for the class or instructional session that will be observed, including submitting a copy of the course syllabus or training agenda. These visitations should be as unobtrusive as possible. The date and time of the observation should be announced to students or participants prior to the event. The reviewer(s) shall submit a report of the observation to the PPT Committee using the Peer Observation Form, which is available from the Dean's Administrative Assistant.

- o a list of three to five scholars, colleagues, former students, or representatives from organizations that the candidate believes is most familiar with the areas in which the candidate has the greatest competence and from whom a reference can be solicited. Discuss and review list regarding suitability of reference choice with the chair(s) of PPT Committee. Candidate will then request references; these letters can be from reviewers inside the university and from individuals not independent of the candidate.

- The Dean shall make available to the PPT Committee the following information:

  - o The material submitted by the candidate.

  - o Written evaluations submitted by relevant administrators.

  - o All external references

- Sharing of information with the candidate will be governed by University policies and by state and federal law. The candidate may consult with the Office of the University Attorney about these policies and laws.

- No anonymous or oral comments will be used; only written evaluations or comments will be considered in the review process.

**D. ACTION OF THE PERSONNEL PROMOTION AND TENURE COMMITTEE IN PROMOTION REVIEWS:** Based upon the review of material submitted and in light of the criteria for evaluation (see Section VI), the PPT Committee shall prepare a descriptive report of the faculty member's performance.

- The PPT Committee shall not make a recommendation for or against the proposed action.

- The PPT Committee's summary report shall be made available to the Full Professors and the Dean.

**E.     ACTION BY THE FULL PROFESSORS IN PROMOTION REVIEWS:** Every effort will be made to provide the Full Professors at least 14 days to review the material related to the candidate's promotion case before being assembled to discuss, review, and vote on their recommendation to the Dean regarding the proposed action. The Full Professors will have at least 7 days to review the PPT Committee's summary statement of the candidate's promotional materials prior to being assembled to vote and provide their recommendation to the Dean.

- All discussion and deliberations of the Full Professors shall be held confidential.

- The Dean shall chair the meeting of the Full Professors.

- Voting of the Full Professors shall be by secret ballot, although Full Professors will be able to comment on the ballot the reason behind their particular vote.[18]

**F. ACTION BY THE DEAN IN PROMOTION REVIEWS:** The recommendation of the Dean, including a report of the vote of the Full Professors, shall be presented to the faculty member in writing and shall be conveyed to the Provost of the University. A supporting statement shall accompany the Dean's recommendation. The faculty member has the right of appeal as specified in the Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill.

**G. MENTORING GUIDANCE:** The intent of the mentoring committee is to support the professional growth and development of new (junior) fixed-term faculty and offer guidance regarding goal setting and preparing for promotion when appropriate. Although mentorship is not required, it is an added support for fixed-term faculty members in all realms of service to the School of Social Work.

Given that new faculty members may be unfamiliar with the role and the School's expectations regarding promotion of fixed-term faculty, the optional and voluntary relationship of mentorship offers a fixed-term faculty member a chance to adjust to a new role and receive guidance on ways to formulate and achieve goals within his or her position. Mentees and mentors can meet as frequently and as informally as desired throughout the year to develop specific tasks. For those seeking a mentor or those would like to be a mentor, the Associate Dean of Academic Affairs is an excellent starting point to help facilitate the matching of mentors with mentees. The focus of each mentoring dyad can vary, such as enhancing professional development skills, considering and developing new projects, planning a path to promotion, sharing teaching strategies, or developing leadership skills.

Fixed-term faculty mentoring can be loosely structured and will most likely consist of a one-to-one dyad. It may be helpful for those involved in mentoring to consider the ideas listed below. In addition, those entering a mentoring relationship are strongly encouraged to draft a brief contract outlining each person's expectations of meeting frequency and duration. Research and Clinical Full Professors have a responsibility to serve as mentors to junior fixed-term faculty members.

- Mentees should consider the following points when formalizing their goals and desires for a mentor:
  - Ways in which a mentor could help you in your professional development;

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[18] If the vote in not unanimous, the Dean should make every effort to convey the reason for negative votes and abstentions in the summary letter that is sent to the Provost of the University.

- o Goals you want to accomplish in the next year; goals you want to accomplish in 2-3 years;  and

  o Your research, teaching,  and professional interests.

- Mentors should consider the following suggestions when working with a mentee:

  o Think of your own knowledge and experience that might help a junior faculty member identify and build on his or her own strengths;

  o Discuss annual performance reviews and what steps to take to prepare for this process if it is a more significant review.

  o Share information about important University and professional events;  and

  o Ask about and encourage accomplishments, and offer constructive feedback.

Reference

Crockett, D. S. (Ed.). (1987). Advising skills, techniques and resources: A compilation of materials related to the organization and delivery of advising services. Iowa City, Iowa. ACT Corporation.