

**APPOINTMENT AND PROMOTION SYSTEMS FOR FACULTY IN THE  
DEPARTMENT OF ALLIED HEALTH SCIENCES AT THE UNIVERSITY OF  
NORTH CAROLINA AT CHAPEL HILL**

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The Division of Speech and Hearing Sciences at the University of North Carolina at Chapel Hill is one of seven divisions comprising the Department of Allied Health Sciences. Allied Health Sciences is a Department in the School of Medicine. Consequently, when a tenure track faculty is reviewed for promotion, a portfolio is submitted to the faculty at the Division level for discussion and approval. The Division Director provides feedback to the faculty member being reviewed. The portfolio is then forwarded to a committee in the Department consisting of Division Directors and full professors of the Department. Once the Department gives approval, the portfolio is sent to the Dean of the School of Medicine. Subject to approval at all prior levels, the Chancellor and Provost of the University grant the final level of approval. A similar process is initiated for fixed term faculty. However, the process ends with approval by the Dean of the School of Medicine.

The table below provides comparative information for tenure and fixed term faculty appointments and promotions currently used at UNC-CH.

<b>A&amp;P Criteria</b>	<b>Tenure Track Faculty</b>	<b>Fixed Term Faculty</b>
	Expected to participate in teaching, clinical, research <b>and</b> administrative activities.	Expected to participate in teaching, clinical activities, scholarship <b>or</b> administrative activities. S/he must demonstrate excellence in the area of endeavor for which s/he is currently appointed.
<b>Teaching</b>	Documentation of excellence in teaching and	Teaching may take various forms, including didactic and

	<p>at least one other area of endeavor. Classroom or clinical setting.</p> <p>Teaching Portfolio must include the following:</p> <ul style="list-style-type: none"> <li>• List of courses taught for the past 3 years and number of students taught by section.</li> <li>• Reflective statement (3 page limit)</li> <li>• Learner Evaluations of Teaching (quantitative data which evaluates the teaching effectiveness.)</li> <li>• Peer Evaluations of Teaching</li> </ul> <p>Optional elements of the Teaching Portfolio:</p> <ul style="list-style-type: none"> <li>• Material created by the individual teacher, material generated by others, products of teaching.</li> </ul>	<p>clinical areas.</p> <ul style="list-style-type: none"> <li>• Peer evaluations</li> <li>• Evidence of achievement on the part of students.</li> <li>• Development of innovative syllabi that demonstrate a well-planned course of study.</li> <li>• Student evaluations</li> <li>• Development of new courses, clinical presentations, or laboratory experiences.</li> <li>• Evidence of seeking and receiving funding for education and clinical projects.</li> <li>• Program content and participant evaluations from continuing education offerings including AHEC.</li> <li>• Availability of the faculty member for conferring with and counseling students, numbers of advisees or number of times acting as class or student group adviser.</li> <li>• Service as curriculum consultant to outside institutions.</li> </ul>
<p><b>Scholarship and Research</b></p>	<p>All published scholarly activity will be considered.</p> <ul style="list-style-type: none"> <li>• Do the candidate's scholarship and/or research demonstrate focused activity?</li> <li>• Are the candidate's scholarship and/or research predictive of continuing activity?</li> <li>• Are the candidate's scholarship and/or research a</li> </ul>	<p>Excellence will be judged by the currently accepted criteria for scholarship and research.</p> <p>(Same three questions should be answered as indicated with tenure track faculty)</p>

	<p>significant contribution to the field?</p> <p><b>Published Scholarly Work:</b> Particular weight to:</p> <ul style="list-style-type: none"> <li>• Papers published in leading refereed journals</li> <li>• Scholarly books published by a reputable publisher</li> <li>• Creative computer software and hardware.</li> </ul> <p>Textbooks are given less weight than important scholarly research, unless the textbooks are groundbreaking contributions as judged by leaders in the area of the textbook's subject matter. Other considerations of less weight:</p> <ul style="list-style-type: none"> <li>• Acceptance of research papers or posters for presentation at conferences; abstracts, editorials, book chapters, articles published in not-refereed sources; computer programs</li> <li>• The development of new and expanded programs of quality.</li> <li>• Description of research in progress and future research plans.</li> </ul>	
<b>Administration and Service</b>	<ul style="list-style-type: none"> <li>• Participation in committee work at</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in committee work at Divisional,</li> </ul>

	<p>Division, Department, School or University level.</p> <ul style="list-style-type: none"> <li>• Attendance and active participation in state, regional, national, and international conventions, including the acceptance and efficient execution of committee assignments and offices.</li> <li>• Professional commitments to state, regional, and national groups in faculty member's area of professional competence.</li> <li>• Annual administrative reports to document a specific area of administration.</li> <li>• Formulation and dissemination of work on management theory and practice, decision/policy models, or program evaluation models.</li> </ul>	<p>Departmental, and (when appropriate) at School or University level.</p> <ul style="list-style-type: none"> <li>• Attendance at and active participation in state, regional, national and international conventions, including the acceptance and efficient execution of committee assignments and offices.</li> <li>• Professional commitments to state, regional and national groups in faculty member's area of professional competence.</li> <li>• Annual administrative reports to document a specific area of administration.</li> <li>• Formulation and dissemination of work on management theory and practice, decision/policy models, or program evaluation models</li> </ul>
<b>Clinical</b>	<ul style="list-style-type: none"> <li>• A scholarly approach to clinical activities as evidenced by sharing knowledge, skills, and insights with colleagues in seminars, rounds, consultations, and/or publications.</li> <li>• Peer review of</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of time commitment and services provided in the clinical environment.</li> <li>• Development of educational materials related to clinical methodologies.</li> <li>• Peer review of clinical capability. Published case reports or other articles of</li> </ul>

	<p>clinical ability and contribution such as published case reports and articles.</p> <ul style="list-style-type: none"> <li>• Development and distribution of creative and innovative material related to clinical methodologies including educational materials for patients, their families and/or the general public</li> <li>• Evidence of seeking and receiving funding for clinical related projects.</li> </ul>	<p>a clinical nature.</p> <ul style="list-style-type: none"> <li>• Presentation of workshops with a clinical focus.</li> <li>• Funded grants to conduct clinical activities.</li> <li>• Clinical/student coordination of internships/externships.</li> </ul>
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### Highlights of the Division of Speech and Hearing Faculty

<b>Tenured/ Tenure Track Faculty</b>	<b>Fixed Term Faculty</b>	<b>Adjunct Faculty</b>	<b>Visiting Appointments</b>
Seven	Nine	Sixteen	One

- The University of North Carolina at Chapel Hill is a Carnegie I Research Institution.
- The Division of Speech and Hearing Sciences has specialized in the Master's Degree in Speech-Language Pathology and Audiology since its inception in 1969. The AuD degree will replace the MS degree in audiology and a Ph.D. in SLP will be offered beginning in the Fall of 2002.

- Clinical supervision and other clinical responsibilities are shared by all faculty.
- Tenure track faculty are initially appointed to a four year term followed by a review during the third year and reappointment for three additional years. Successful completion of the tenure criteria at this point results in being recommended for tenure and promotion.
- Tenure track faculty must be reviewed in two areas including teaching.
- Tenure track faculty are appointed for seven years at the Assistant Professor level before eligibility for promotion to the Associate Level.
- Fixed term faculty can be appointed and reappointed for one to five year terms at the discretion of the Division Director provided the method of determination used is consistent within the Division for all fixed term faculty.
- Review dates are determined by the initial date of the appointment.
- Visiting appointments can be conferred for up to one year with no more than 2 consecutive appointments.
- All Clinical Supervisors are evaluated by student clinicians each semester with their input included in the faculty member's clinical portfolio for re-appointment and promotion.
- Faculty with clinical expertise in specific areas supervise students during two of the six semesters of the graduate program.
- All faculty have equal status within the Division for voting, input, and committee responsibilities.
- Clinical excellence as a basis for promotion must include a scholarly approach to clinical activities as evidenced by sharing knowledge, skills and insights with colleagues in seminars, rounds, consultations, and/or publications.

All procedures and policies relating to decisions affecting faculty, including fixed-term, in the Department of Allied Health Sciences conform with statements regulating these matters as set forth in the University documents listed below:

*The Faculty Code of University Government*, The University of North Carolina at Chapel Hill, October 1, 1984;

*Trustee Policies and Regulations Governing Academic Tenure*, The University of North Carolina at Chapel Hill, July 1, 1987;

*EPA Employees Equal Employment Opportunity Plan*, April 1, 1998; and,

\*Policy of the UNC School of Medicine for Appointment, Reappointment and Promotion of Tenure-Track Faculty, January 26, 1994.

\*The School of Medicine is currently reviewing the policies expressed in this document. Revisions are expected in the near future.