



UNC
ESHELMAN
SCHOOL OF PHARMACY

APPOINTMENT, REAPPOINTMENT, PROMOTION and TENURE GOVERNANCE DOCUMENT

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I. PREAMBLE

- A. STATEMENT OF PURPOSE.** This document has been developed to summarize and communicate the philosophy, policies, and procedures underlying considerations of faculty appointment, reappointment, promotion, tenure, and post-tenure review in the UNC Eshelman School of Pharmacy, the University of North Carolina at Chapel Hill. The faculty at the UNC Eshelman School of Pharmacy has a broad- ranging mission encompassing teaching at the professional, graduate, and post-graduate levels, including continuing education; developing and maintaining individual research programs of distinction; contributing to collaborative research efforts; and providing service to a variety of constituencies at the local, state, national and international levels. This document is intended, in part, to provide philosophical and practical guidelines to recognize each faculty member's specific contributions to the mission of the School.
- B. STATEMENT OF VALUES.** The UNC Eshelman School of Pharmacy aspires to lead the state, the nation, and the world in all aspects of its mission, as articulated in the School's Vision and Mission Statements. Consequently, the faculty must strive to be nationally and internationally-recognized leaders in their individual areas of expertise; it is expected that, irrespective of their rank, type of appointment, or area of expertise, all faculty in the School will pursue scholarly activities in some form. Scholarly activities are not necessarily limited to peer-reviewed publications, but may be more broadly defined. The degree to which the School values and rewards each member of the faculty must include consideration of the impact of the individual's scholarship. Further, faculty are expected to maintain a collegial environment that fosters open discourse and values the diversity of background and thought inherent in a major research university, and demonstrate professional behavior consistent with the [Core Values of the School](#). The School is committed to creating and maintaining an environment in which each of its members can advance to the fullest extent allowed by the faculty's abilities, and where the expectations and respect for faculty rank are held to be equivalent irrespective of track (i.e., tenure, fixed-term, professor of the practice, adjunct, visiting, joint or emeritus). This document articulates a framework and standards for the demonstration, documentation and acknowledgement of those contributions to the School, University, scholarly discipline, and society in general that will be considered valid evidence for progression in faculty rank.

The School promotes three general mission areas: research, teaching, and service/administration. Scholarship may be pursued in any of these areas, but generally will be tied to research or teaching. Although many definitions may be offered, for the purposes of this document, 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 discovery, application, and education and are described in Section III below. Academic freedom, as it relates to the scholarly activities of faculty, is a core value of the UNC Eshelman School of Pharmacy. 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 its 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 in the University of North Carolina at Chapel Hill \(Trustee Policies and Regulations\)](#).

- C. **CONGRUENCE WITH UNIVERSITY POLICY.** Faculty appointments, reappointments, and promotions in the UNC Eshelman School of Pharmacy, together with relevant tenure considerations, are recommended in accordance with the [Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill](#). This document provides guidelines and serves to clarify additional requirements for faculty appointments in the UNC Eshelman School of Pharmacy. The University Trustee Policies and Regulations do take precedence in the case of a conflict.

II. DEFINITION OF APPOINTMENT SERIES AND FACULTY RANKS

A. PRIMARY APPOINTMENT TRACKS

With few exceptions, the majority of full-time faculty at the UNC Eshelman School of Pharmacy will be designated as either “Tenure Track” or “Fixed-term”. This designation will be identified at the time of recruitment.

- i. **Tenure track.** Tenure-track appointments are intended for those faculty who will contribute full-time effort to all three general mission areas of the School, with an emphasis on research and scholarship. Appointment, promotion, and the granting of tenure in the tenure track are governed by University regulations in: [The Faculty Code of University Government²](#); [Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill](#).
- ii. **Fixed-term.** Fixed-term faculty members are appointed for a specified period of time, ranging from 1-5 years. The academic appointment will generally have a focus on Clinical Practice, Research, or Teaching depending on the nature of the appointment and as outlined in the faculty member’s offer letter.

B. OTHER APPOINTMENT TRACKS

- i. **Professor of the Practice.** This fixed-term appointment (from 1 to 5 years) is appropriate for a senior field-specific expert whose contribution to teaching, scholarship, and/or service upon joining the University community has its foundation in a prior career of distinguished achievement.
- ii. **Adjunct.** Adjunct appointments are predominately at-will and are intended for individuals who may contribute to one or more aspects of the School’s mission, but are employed outside the School, have a primary appointment in a different School, and do not hold a joint appointment in the School. Alternatively, the adjunct appointees may be employed outside the University. Candidates for adjunct appointments possess unique qualifications for teaching, research, academic administration, or public service from an academic base, but for whom none of the professorial appointments, the instructor appointment, or a joint appointment is appropriate.

- iii. **Visiting.** Visiting appointments are of brief duration for a term of not more than one year. One successive appointment for a term not more than one year may be made. Visiting appointments are intended for individuals who are not employed by the University of North Carolina at Chapel Hill. Visiting faculty may receive full or partial compensation from the University, but do not receive benefits.
- iv. **Joint.** A faculty member may hold more than one academic appointment at the University, but there may be only one “home” or primary appointment in a department. A joint appointment occurs when the appointee holds - in addition to a tenure track or fixed-term appointment in the primary department - a fixed-term appointment in another department. This fixed-term, secondary appointment may be salaried or non-salaried. The need for an additional appointment may be attributed to a faculty member teaching in more than one School or department or collaborating on scholarship activities with colleagues in other departments.
- v. **Emeritus.** Emeritus appointments are reserved for those members of the voting faculty, as defined in the Faculty Code of University Government², who take service retirement and are no longer performing compensated services for the University. These individuals may continue to use the professorial titles and distinctions that they held immediately prior to retirement with the courtesy designation “emeritus” or “emerita” appended.

C. RANKS

- i. **Instructor.** This rank is appropriate for persons for whom there is reasonable expectation that in the normal course of events he or she will progress to the rank of assistant professor. The appointment is for a probationary term of one year, renewable for three additional successive one-year terms (i.e., a total of four years). No reappointment beyond four years is allowed. At least 12 months before the end of a fourth successive term a decision shall be made and communicated in writing to the instructor as to whether upon expiration of that term s/he will be reappointed to the rank of assistant professor, or not reappointed. No reappointment to the rank of instructor may be made after four years' employment at that rank.

An appointment or reappointment at the rank of instructor may be made with the special condition that automatically upon conferral of a specified academic degree the instructor shall be reappointed at the rank of assistant professor. Section 2.b.(3) of the Tenure Regulations states that promotion at any time from the rank of instructor to that of assistant professor constitutes an initial appointment at the latter rank. In such cases the appointment to assistant professor shall be retroactive to the effective date of instructor or to July 1 or January 1 immediately preceding the conferral of the degree whichever is nearest in point of time.

- ii. **Assistant professor.** The assistant professor rank represents an entry-level appointment, regardless of the specific appointment series. This rank typically applies to the first appointment in a faculty capacity, although individuals with

substantial, and relevant experience may receive an initial appointment at a higher rank.

- iii. **Associate professor.** The associate professor rank represents the next level in rank after that of assistant professor. Appointment at, or promotion to, the rank of associate professor is reserved for those individuals who have documented significant accomplishments in their areas of research, teaching, or clinical practice and have been recognized as experts in that area outside the boundaries of the University (typically at the national level).
- iv. **Professor.** The rank of professor is reserved for those individuals who are clearly advanced in their areas of scholarship, with a body of work consistent with sustained excellence that establishes a reputation of leadership that is international in scope. Appointment at, or promotion to, the rank of professor is based on demonstration of significant and sustained impact of the individual's work within the faculty's defined area(s) of scholarship.

III. CRITERIA FOR APPOINTMENT, REAPPOINTMENT, AND PROMOTION

A. AREAS OF SCHOLARSHIP

- i. **Scholarship of Discovery.** The scholarship of discovery may be viewed primarily as those activities that lead to the creation and dissemination of new knowledge. The scholarship of discovery may be non-clinical, translational, or clinical in nature. In some cases, the development and commercialization of intellectual property may fall in the scholarship of discovery.
- ii. **Scholarship of Application.** The scholarship of application focuses on bringing contemporary knowledge to bear on problems of consequence to individuals, institutions, or society. An important historical responsibility of professional schools is to make the connection of theory with practice. The scholarship of application could generate new knowledge, enhance understanding of the subject matter under investigation, develop new applications based on existing knowledge, or develop new innovations for implementation in real-world practice. Many components of translational, clinical, health services, implementation, and social behavioral research fall within this category of scholarship. In some cases, the development and commercialization of intellectual property may fall in the scholarship of application.
- iii. **Scholarship of Education.** The scholarship of education involves the search for innovative and best practices to develop skills and disseminate knowledge. This includes the rigorous investigation of questions related to improving teaching and student learning as well as development of new teaching/learning methods in the residential and experiential setting. The ultimate aim is to understand and improve the effectiveness, efficiency, quality, and/or sustainability of pharmacy and pharmaceutical sciences education. In some cases, the development and commercialization of intellectual property may fall in the scholarship of education.

B. AREAS OF TEACHING

Faculty engage in a wide range of teaching activities at the School, including, but not limited to, curriculum and course design (e.g., development of curricula for whole programs of study as well as individual courses, short courses, and modules); course coordination; course teaching; small group facilitation; assessment and evaluation; academic advising; professional, graduate and postgraduate mentoring; and precepting. The success of the School's educational mission relies not only on faculty engagement throughout the learning process, but also on the use of evidence-based strategies that promote outcome-driven learning and success.

C. AREAS OF SERVICE AND ADMINISTRATION

- i. Leadership and Service to the School and University.** Many faculty provide leadership and service to the School in addition to their primary area of focus. For those with significant administrative activities as an element of their individual responsibilities, the quality of one's administrative efforts and leadership qualities, their impact on the institution, and the degree to which the time commitment to those efforts might detract from the individual's scholarly work should be considered. While administrative activities cannot serve as the primary basis for promotion and tenure, documentation of the candidate's administrative responsibilities and their impact, when the candidate is truly a "faculty-administrator" (i.e., has retained all the traditional elements of faculty responsibility in addition to an administrative assignment), provides an additional point of reference.
- ii. Leadership and Service to the Profession and Communities.** Virtually all faculty activities are pursued in a communal environment. For example, the University is a community of scholars; professional associations (regional, national and international) represent loosely-defined communities of individuals with similar interests and expertise; and faculty who pursue their scholarly endeavors in a state-supported institution are, at least to some extent, responsible to the state-wide community in particular, and to a community of scholars and teachers globally. An important element, therefore, is the degree to which an individual works effectively in this communal environment, and the degree to which one's efforts benefit the profession and community at large. To a large extent, the ability to engage in work that benefits the communities external to the School and University may be viewed as an essential characteristic of a broadly contributing member to the organization.

IV. METRICS FOR DOCUMENTING ACADEMIC PRODUCTIVITY. It is incumbent on each faculty member to document contributions to relevant areas of the School's mission as related to their respective rank and track. Table 1 provides examples of evidence, but does not serve as an exhaustive source, that may be used for documenting productivity for each of the three mission areas.

A. DOCUMENTING PERFORMANCE IN RESEARCH AND SCHOLARSHIP. While traditional metrics generally apply to all areas of scholarship, non-traditional discipline-specific

expectations may also be relevant to specific cases. Some parameters considered in assessing the quality of the faculty's scholarship include significance, innovation, and the overall impact upon the relevant field.

- i. **Demonstrable area of focus.** The faculty member, together with the faculty's Chair, is expected to articulate clearly the area of scholarship upon which the individual's activities will be judged. The definition of a candidate's area of focus typically would be determined by the alignment of primary publications and presentations related to a central theme or issue. It is anticipated that a significant portion, but likely not the entirety, of an individual's scholarly work would have such a focus on one or more areas of scholarship.
- ii. **Evaluation of the published work.** Several factors are considered including: the rigor of the work; the appropriateness and reputation of the journal; the perspective from outside reviewers on the importance and impact of the scholarship and the published work; and evidence that the work is cited by others and/or has had an impact on the field. To a lesser extent, the quantity of the published research is also important; however, this is considered in the context of the discipline and the nature of the work conducted, and the rank of the faculty. Of importance is a sustained record of scholarship.
- iii. **Independence.** In many cases, the independent contribution of an individual in their scholarly work is self-evident (e.g., first- or senior author publications, principal investigator or co-principal investigator on grants and contracts). However, many aspects of pharmacy and the pharmaceutical sciences rely on team science for their impact, are highly interdisciplinary and, given the collaborative nature of such scholarship, care must be taken in assessing the contributions of faculty whose scholarly activities include these collaborative relationships with others, including former mentors. In such cases, it is incumbent upon the faculty member to clearly define the role played in the collaborative project and the extent of independent intellectual contribution made toward the overall project.

B. DOCUMENTING PERFORMANCE IN TEACHING. Teaching embodies a wide range of activities, and indicators of performance may include the following roles and/or activities: coordinator of team-taught courses; teaching a portion of, or whole course; facilitator of small group discussions; case writer; contributor to the revision of existing courses or the development of new courses or teaching approaches; development of educators and preceptors; design of new curricula on a broad scale; creator of new educational materials; and non-traditional teaching within the professional degree program (e.g., serving as a mentor in the Research and Scholarship in Pharmacy pathway). In addition, the training and mentoring of professional and graduate students, postdoctoral fellows, residents and visiting scholars outside the classroom setting, as well as participation in other forms of trainee mentoring relationships such as thesis, or dissertation, or postdoctoral fellowship advisory committees, constitute important areas of teaching responsibility. Innovation in teaching may also be of significant value to the academic organization and/or the broader community it serves. Metrics of performance include, but are not restricted to, peer evaluations and student evaluations as well as awards.

- C. DOCUMENTING PERFORMANCE IN SERVICE/ADMINISTRATION.** Acceptable performance in service typically is documented through input from key points-of-contact relating to the effectiveness and impact of the service. Such input may be obtained in the form of “internal” letters (i.e., written evaluation or assessment from members of the University community). While such letters do not contribute to the requirement for independent evaluation by external experts, they do provide additional context by which certain aspects of performance may be assessed.
- D. QUANTITATIVE VERSUS QUALITATIVE PERFORMANCE INDICATORS.** Certain aspects of faculty productivity (e.g., extramural funding; publications, patents, and presentations; didactic teaching load; licensed intellectual property or startup creation; mentoring of students in a research or clinical environment) are amenable to quantitative summary and evaluation. While quantitative aspects are important, many characteristics that are crucial to a comprehensive evaluation of performance (the actual impact of scholarly work; the effectiveness of classroom instruction; the effectiveness and impact of mentoring relationships; the degree to which the individual contributes broadly to the School) defy a truly quantitative approach. The UNC Eshelman School of Pharmacy does not utilize strict quantitative guidelines for decisions of appointment, reappointment, promotion, or tenure, but rather a balanced approach, utilizing quantitative and qualitative metrics, to formulate recommendations for action.

V. EVALUATING ACADEMIC PRODUCTIVITY AND IMPACT

- **GENERAL CONSIDERATIONS.** The process of evaluating a faculty member for promotion begins at the point of hire. As part of the hiring process, the hiring supervisor (in most cases the Chair of the Division in which the academic appointment is made) must articulate a clear set of expectations associated with the appointment. These expectations must include statements regarding the areas of responsibility for the new faculty member (i.e., clinical practice, research, teaching, service/administration). The expected distribution of effort among all potential areas of faculty responsibility should be developed based on the requirements of the specific position and the career aspirations of the faculty member.

When a candidate accepts a faculty appointment, the candidate formally accepts the stated expectations associated with that appointment. While these expectations are assumed to be part of the overall process of negotiating the initial appointment, they may change with time as the needs of the Division, School, and faculty member change. However, the evolution of changes in responsibility and expectation must be negotiated and documented (typically at the time of annual reviews). Such changes may impact the individual’s ability to be promoted within the individual’s appointment series and should only be pursued after due consideration of the School’s promotion guidelines. In the absence of such specificity, the faculty member would receive little guidance as s/he progresses through the academic rank, and success would entirely depend on self-motivation rather than something that is planned and managed.

In building the case for promotion, it is incumbent upon both the candidate and the Division Chair to frame that case with respect to the specific expectations of the position. The primary area of responsibility – clinical practice, research, or teaching - must be clearly articulated. Performance in that primary area must be documented in a manner that will

allow comprehensive and thoughtful analysis by all individuals involved in the review process. Secondary areas of responsibility must be specified, together with the expectations for contributions in these areas based on the fractional effort that has been negotiated and agreed to by both the faculty member and the Chair.

Table 1 provides examples of the types and levels of evidence to guide evaluations of the quality and impact of a faculty members work. Externally peer-reviewed outputs or other independently evaluated measures of quality and impact are considered Tier I evidence. Documented academic preparation, professional development, training from accredited sources, feedback, evaluations and assessment from students, graduates, peers, and others are considered Tier II evidence.

- i. **Tenure-track appointments.** The primary area of responsibility for faculty in the tenure track is scholarship. Consequently, success for a tenure-track faculty member typically would be based on considerations of the quality and impact of that scholarship, and the degree to which that scholarship establishes the candidate as an expert or thought leader within the specific discipline. Typically, the amount (e.g., funding level, duration, and continuity) and type (investigator- initiated, competitive, peer-reviewed) of financial support; the quality (journal reputation, citations), role in (first or senior author, editor) and number of journal articles, patents, reviews, book chapters, books; the degree to which the individual’s opinion is sought on review panels, in authoring scholarly texts, or through consultative arrangements, membership on scientific advisory boards, corporate boards; creation of commercializable intellectual property; and the general reputation within the field as articulated by external referees are used as indicators of performance as a scholar. It is important to evaluate each of these indicators in the context of the individual’s area of scholarly focus. For some, investigator-initiated, peer-reviewed funding may be the “gold standard” for financial support of the scholarly work; for others, those types of funding mechanisms may not be entirely relevant. No *a priori* value can be applied to any of these metrics in the absence of a clear understanding of the individual’s area of focus. In addition to scholarship, the tenure-track faculty is expected to be involved, at some level, in all traditional areas of faculty responsibility. Thus, it is important to document the quality and impact of the faculty’s efforts as an educator, and the contributions and impact they have made through service commitments.
- ii. **Fixed-term appointments.** Faculty with fixed-term appointments should be evaluated from the perspective of the targeted need on which their appointment is based. This targeted area may be Clinical, Research, or Teaching, and may include service, and/or an administrative component. The amount of effort devoted to each of these activities may vary depending on the need of the position. Scholarship, as with all faculty, is an important and complementary element of the position and will be evaluated during the promotion process in the context of the faculty’s primary responsibilities and the effort (as negotiated with the faculty’s Chair) that can be devoted to scholarly pursuits.
 - a. **Clinical.** Fixed-term appointments in this track are intended for those faculty who have patient care responsibilities and focus the majority of their efforts on teaching in the experiential environment. Note: *This new designation is effective June 2019. Faculty hired prior to June 2019 may have been hired under a former*

definition of clinical, which did not require that they maintain a clinical practice. Thus, they should be evaluated according to the terms upon which they were hired.

- b. **Research.** Fixed-term appointments in this track are intended for those faculty who are primarily engaged in research, although relevant teaching and service may also be considered.
- c. **Teaching.** Fixed-term appointments in this track are intended for those faculty who are primarily engaged in teaching, although relevant research and service may also be considered.

Note: The modifiers for the fixed-term appointments (i.e., Clinical, Research, Teaching) are important at the time the appointment is made, as they serve to frame the primary set of responsibilities of the faculty member. In addition, they are important at the time of the annual evaluation as well as evaluation during the appointment, reappointment, and promotion process, as they provide guidance upon which to base the evaluation. Finally, these modifiers are helpful in reporting descriptive data on the School's faculty externally or internally. Faculty, however, may drop the modifiers in communications regarding their working titles, regardless of whether they are in the tenure or fixed-term track. For example, when stating their appointment and rank in signature lines within emails or other forms of communication and on business cards, faculty may drop the modifiers and refer to their appointment and rank as Assistant Professor, Associate Professor, or Professor, independent of track.

- iii. **Professor of the Practice.** Evaluation of professors of the practice is based on their contributions to the teaching, research, and service missions of the School. The precise mix of teaching, research, and service pursued by a professor of the practice must be defined at the time of initial appointment. The faculty member should be evaluated in the context of his/her primary responsibilities.
- iiiii. **Adjunct appointments.** Adjunct faculty are appointed to address very specific, narrowly-defined areas of need (e.g., providing a limited number of lectures, serving on graduate student committees). Appointment at, or promotion to, a specific rank in the adjunct series must be appropriate for the stature of the individual in the faculty's field of specialization and aligned with the expectations set forth for the individual at the time of appointment with regards to teaching, research, and service.
- iiiii. **Joint appointments.** The approach to evaluating faculty with joint appointments in a specific series is not different than that described for appointments within the School. However, all relevant units partnering in the joint appointment must be participants in the evaluation leading to promotion.

- **OTHER FACTORS**

Professional collegiality. Most endeavors undertaken by faculty require interpersonal interactions. The UNC Eshelman School of Pharmacy strives to maintain a collegial environment that fosters open discourse and values the diversity of background and thought inherent in a major research university.

Good citizenship. Citizenship includes a variety of activities that make significant contributions to the advancement of research, teaching, clinical practice, and service, as well as the overall mission of the School and University. Personal qualities such as integrity, respect for others, leadership, objectivity, candor, fairness, collegiality, willingness to cooperate, and a positive attitude are vital to the culture of the faculty and the School community, and, thus, are highly valued. In addition, the ability and willingness of a faculty member to place the needs of the School above the needs of self contributes to the advancement of the School and is a measure of good citizenship. While being a good citizen is an expectation, it, alone, does not justify promotion and/or tenure.

Institutional needs and resources. As described in the University [Trustee Policies and Regulations](#), decisions regarding appointment, reappointment, and tenure always consider the needs of the School and the resources that are available to address those needs. Please refer to the policy document for more information.

VI. CHARACTERISTICS FOR APPOINTMENT AT, OR PROMOTION TO, ADVANCED FACULTY RANKS

A. ASSOCIATE PROFESSOR. The transition from assistant professor to associate professor in any of the appointment series (tenure-track, fixed-term, or adjunct), or initial appointment at the rank of associate professor, is based on the following characteristics:

- Demonstrated potential for continued academic productivity;
- Relevance of the faculty's scholarly activities to the mission of the Division and the School;
- Evidence that the faculty has made important intellectual contributions to a defined area of scholarship or to intellectual property development and commercialization;
- A reputation as an expert in the faculty's field, external to the University of North Carolina at Chapel Hill (i.e., on the national or international level);
- Contributions to the teaching mission of the School;
- Effective service, including to the scientific/professional community, at a level appropriate for time in rank;
- Broad contributions to the Division, School, and University

An important hallmark of this transition is evidence that the faculty has indeed developed a defined body of scholarly work. When the scholarship is truly collaborative, and/or is pursued under the auspices of a director of a center or an institute, or faculty sponsor, it is incumbent on the faculty and the division chair to demonstrate that s/he not only made important intellectual contributions, but served as a significant intellectual driving force for an appropriate portion of the work. The degree to which the faculty has met this standard may be ascertained, in part, by invitations to speak at professional meetings or to provide lectures at other academic institutions; first or senior authorship on manuscripts or scholarly reviews; or service on review panels, editorial boards, scientific advisory boards, and leadership roles in grant applications. In addition, evaluations from key collaborators and outside reviewers would provide important context for understanding the degree to which the faculty's intellectual contributions were important to the development and success of the scholarly work. Further, it is incumbent upon the faculty and the division chair to demonstrate that s/he is nationally recognized for contributions to the relevant area of specialization.

- B. PROFESSOR.** The transition from Associate Professor to Professor in any of the appointment series or initial appointment at the rank of Professor builds upon the characteristics established or considered in promotion from assistant professor to associate professor (see above). Consistent with their track the faculty must be able to demonstrate the following:
- Evidence of sustained intellectual contributions to scholarly activities in a well-defined area, which could include creation and commercialization of intellectual property,
 - Recognition as an international authority in the discipline of specialization;
 - Evidence of sustained contributions to the teaching missions of the School at a high level, if applicable; and
 - Evidence of sustained service commitments (to the School, University, scientific discipline, profession) at a high level
- C. PROFESSOR OF THE PRACTICE.** Appointment at this fixed-term rank is appropriate for a senior field-specific expert whose contribution to research, teaching, or service upon joining the University community has its foundation in a prior career of distinguished, non-academic achievement. It is not appropriate to employ the rank distinctions “associate” or “assistant” with this appointment. Evaluations should be based on the expectations outlined for the faculty member.

VII. TENURE

A. POLICIES GOVERNING THE GRANTING OF TENURE. Academic tenure refers to the conditions and guarantees that apply to a faculty member’s employment. More specifically, it refers to the protection of a faculty member against involuntary suspension or discharge from, or termination of employment with, the University, except upon specified grounds and in accordance with specified procedures.

Tenure is not earned, but rather is granted by the University following an assessment of institutional needs and resources and evidence of service to the academic community, potential for future contribution, commitment to the welfare of the University, and demonstrated professional competence, including consideration of commitment to effective teaching, research and public service. Tenure may be withheld on any grounds other than those specifically stated to be impermissible in the [Trustee Policies and Regulations](#).

B. POLICIES GOVERNING POST-TENURE REVIEW. A post-tenure review is conducted every five years from the effective date of conferred permanent tenure. All members of the faculty of the UNC Eshelman School of Pharmacy are expected throughout their careers to maintain the standards of excellence in teaching, research, and service that are set forth in this document. Evaluation of performance will consider changing expectations at different stages of faculty careers. The fundamental purpose of post-tenure review in the UNC Eshelman School of Pharmacy is to ensure that the tenured faculty assists in advancing the School’s mission and its leading position nationally and globally through continued pursuit of research, teaching, and service activities with excellence. To achieve this purpose, the review process should assist individual faculty members in their ongoing professional development, in particular in their efforts to enhance their skills as educators, their accomplishments as

scholars, and their contributions to the School, the profession and the public. The review process is intended to foster constructive dialogue between colleagues, a dialogue characterized by fairness, mutual respect, a desire to learn, open-mindedness, and appreciation for the importance of academic freedom. The process of review also serves to enhance a sense of accountability within the UNC Eshelman School of Pharmacy and the University. The process conforms to the Framework for Implementation of Post-Tenure Review adopted by the University's Board of Trustees and the University Board of Governors. The system of post-tenure review supplements, rather than substitutes for, other systems of review, including annual reviews, reviews for promotion, or reviews associated with other personnel actions taken pursuant to University policies on matters relating to faculty conduct and performance.

VIII. OTHER POTENTIAL ACTIONS

- A. SUSPENSION, DIMINISHMENT IN RANK, DISCHARGE.** During any fixed or probationary term appointment and while on permanent tenure, a faculty member may be suspended, diminished in rank, or discharged from employment only on the grounds and in accordance with the procedures as outlined in the [Trustee Policies and Regulations](#).
- B. NON-REAPPOINTMENT.** A decision not to reappoint upon expiration of a tenure-track appointment at the Assistant Professor or Associate Professor without tenure rank, may be made by the Dean of the UNC Eshelman School of Pharmacy in consultation with the respective Division Chair and after consultation with the assembled Full Professors Committee. This information may be found in the [Trustees Policies and Regulations](#).

REFERENCES

1. Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill: <https://www.med.unc.edu/hr/files/2017/09/tenure.pdf>
2. The Faculty Code of University Government, UNC-Chapel Hill Faculty Council. <http://www.unc.edu/faculty/faccoun/code/code2008.pdf>
3. *The Code*, Board of Governors, University of North Carolina. Chapter VI, "Academic Freedom and Tenure." <https://www.northcarolina.edu/apps/policy/index.php>

Table 1. Types and Levels of Evidence to Guide Evaluations of Quality and Impact

Note: This table provides examples of evidence that can be used to guide ARPT decisions. Please note that this table is not exhaustive and that not all types or levels of evidence are required for ARPT.

<i>Types and Levels of Evidence that May Guide ARPT Decisions</i>	Scholarship	Teaching and Mentoring	Leadership and Service within the School/University	Leadership and Service outside the School/University
Externally peer-reviewed outputs or other independently evaluated measures of quality and impact [Tier I]	<ul style="list-style-type: none"> Peer-reviewed publications Peer-reviewed awards Competitive extramural funding Intellectual property and commercialization Invited presentations Books/book chapters 	<ul style="list-style-type: none"> Expert peer-reviewed syllabi/assignments, exams, assessments Evidence-based peer observation reports Peer-reviewed publication(s) demonstrating teaching effectiveness Criterion-based, peer-reviewed teaching awards Successful mentoring of trainees 	<ul style="list-style-type: none"> Criterion-based, peer-reviewed service awards Elected positions in University Faculty Governance Leadership positions appointed by the Dean, Chancellor or UNC System President 	<ul style="list-style-type: none"> Criterion-based, peer-reviewed service awards Elected positions in international, national and/or state-level professional associations Serving on national/international review panels Serving on editorial boards, scientific advisory boards, and corporate boards Consultation to corporate entities, hospitals, and other institutions
Other outputs and documented academic preparation (e.g., professional development and training from accredited sources) [Tier II]	<ul style="list-style-type: none"> Relevant earned graduate degrees or accredited certificates in relevant fields Completion of relevant accredited professional training workshops Contributed posters/abstracts Non-peer-reviewed awards Chairing or organizing sessions, symposia, workshops, short courses, conferences 	<ul style="list-style-type: none"> Relevant earned graduate degrees or accredited certificates in education and/or related fields Completion of relevant accredited professional training workshops Mentored Research Awards (e.g., NIH K01) Summary reports of student feedback Teaching observations from internal peers Administrator evaluations Non-peer-reviewed awards 	<ul style="list-style-type: none"> Relevant earned graduate degrees or accredited certificates in relevant fields Completion of relevant accredited professional training workshops Non-peer-reviewed awards Appointed positions School and UNC committee assignments 	<ul style="list-style-type: none"> Relevant earned graduate degrees or accredited certificates in relevant fields Completion of relevant accredited professional training workshops Non-peer-reviewed awards National and international committee assignments Journal reviewer