**FACULTY HANDBOOK**

**SECTION II**

**CHAPTER 3**

**FACULTY TENURE AND PROMOTION POLICY**

**Academic Freedom and Responsibility in the University Community‑**

The University of North Carolina at Pembroke is dedicated to the transmission and advancement of knowledge and understanding. Academic freedom is essential to the achievement of these purposes. This institution therefore supports and encourages freedom of inquiry for faculty members and students, to the end that they may responsibly pursue these goals through teaching, learning, research, discussion and publication, free from internal or external restraints that would unreasonably restrict their academic endeavors. The University of North Carolina at Pembroke protects faculty and students in their responsible exercise of the freedom to teach, to learn, and otherwise to seek and speak the truth. Faculty and students of this institution share in the responsibility for maintaining an environment in which academic freedom flourishes and in which the rights of each member of the academic community are respected.

It is the policy of The University of North Carolina at Pembroke to support and encourage full freedom, within the law, of inquiry, discourse, teaching, research, and publication for all members of this institution's academic staff. Members of the faculty are expected to recognize that accuracy, forthrightness, and dignity befit their association with this institution and their position as men and women of learning. They should not represent themselves, without authorization, as spokespersons for The University of North Carolina at Pembroke. The University of North Carolina at Pembroke will not penalize nor discipline members of the faculty because of the exercise of academic freedom in the lawful pursuit of their respective areas of scholarly and professional interest and responsibility.

**Academic 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, discharge from employment, or reduction in rank by The University of North Carolina at Pembroke except upon specified grounds and in accordance with procedures provided in Section II, Chapter 1 on the Faculty Hearing Committee and against termination of employment except as provided in Section II, Chapter 1 on Non-Reappointment of Tenure Track Faculty members on Probationary Term Appointments and Termination of Faculty Employment.

Academic tenure for faculty members is intended to secure their academic freedom and to help the institution attract and retain faculty members of high quality. While academic tenure may be withheld on any grounds other than those specifically stated to be impermissible, a conferral of tenure requires an assessment of the faculty member's demonstrated professional competence, potential for future contribution, and institutional needs and resources.

**Tenure and Promotion Criteria‑**

Candidates for tenure and/or promotion will be evaluated using the criteria of scholarship and professional growth, University, professional, and community service, and, most importantly, excellence and effectiveness in teaching.

**Teaching**

Though teaching is, in many ways, a highly individualized profession and though there are continuing debates over the most effective techniques, there is little disagreement over the importance of exceptional teaching as the major criterion for tenure and/or promotion. Clearly, exceptional teachers will show command of their subject, be creative and imaginative, be enthusiastic, promote critical thinking, stimulate their students to improved performance, engage in and use research, and be outstanding communicators. Disciplinary differences in teaching can be understood by referring to the Disciplinary Statements.

**Scholarship and Professional Growth**

All faculty are expected to engage in forms of scholarship appropriate to their discipline, their continuing professional growth, and the mission of the University. Scholarship is a valuable component in the makeup of a good teacher. Evaluation of scholarship and creative activity considers the contributions to the field or discipline, the quality of the work, and its significance or impact, with particular emphasis on accomplishments since the last appointment or promotion. It also includes consideration of the continuity, range, focus, and aggregation of productive work in the field.

Reflection on scholarship in the evaluation process ideally moves it beyond a simple listing of accomplishments or compilation of documents. Evidence of scholarship includes activities, artifacts documenting those activities, and a narrative containing reflective discussion from the candidate.

The reflective narrative should demonstrate a pattern of scholarly activity consistent with the departmental Disciplinary Statements and the “Indicators/Categories of Scholarship Accomplishments” as presented below.

Faculty members are encouraged to continue to pursue opportunities for growth and development throughout their professional lives. Faculty members should engage in appropriate activities that will enhance their teaching effectiveness, keep them abreast of developments in their academic fields, and/or add new areas of expertise to the existing programs of the University.

**Service**

All faculty are expected to engage in forms of service appropriate to their discipline, their continuing professional growth, and the mission of the University. As a criterion for tenure and promotion, the concept of service will go beyond routine duties. Successful candidates must show evidence of participation and leadership in projects on and off the campus that contribute to advancing the mission of the University. Reflection on service in the evaluation process ideally moves beyond a simple listing of accomplishments or compilation of documents.

**Plans for Professional Activities and Future Development**

Each faculty member will engage in activities that contribute to professional growth and development, and refinement of his or her expertise.

**Promotion Standards**

**Assistant Professor**

It is generally recognized that promotion to the rank of Assistant Professor is based on potential. The following are required for promotion to Assistant Professor:

1. Unless there are extenuating circumstances, a terminal degree in the appropriate field;
2. Evidence of effectiveness in teaching;
3. Evidence of scholarship and professional growth;
4. Evidence of university, professional, and community service;
5. Essentially positive evaluations;
6. A minimum of three years’ experience in higher education, unless cumulative achievement deemed equivalent.

**Associate Professor**

It is generally recognized that promotion to the rank of Associate Professor is based upon both demonstrated performance and potential. The following are required for promotion to Associate Professor:

1. Unless there are extenuating circumstances, a terminal degree in the appropriate field;
2. Evidence of superior teaching;
3. Evidence of scholarship and professional growth;

Each faculty member should pursue an appropriate balance among the different types of scholarship essential to the implementation of the mission of the institution**.** Faculty are advised that the Faculty Evaluation Model requires that at least 10% of a faculty member’s effort be devoted to scholarship during the time period since appointment or promotion to the rank of Assistant Professor. The candidate should provide evidence of quality scholarship from the indicators/categories of scholarship accomplishment identified below. Evidence from peer-reviewed categories is expected for promotion to Associate Professor.

1. Evidence of university, professional, and community service;

Each faculty member should pursue an appropriate balance among the different types of service essential to the mission of the institution and the support of the faculty member’ discipline. Faculty are advised that the Faculty Evaluation Model requires that at least 10% of a faculty member’s effort be devoted to service during the time period since appointment or promotion to the rank of Assistant Professor. The candidate should provide evidence of university, professional, and community service apportioned as he/she sees fit.

1. Essentially positive evaluations;
2. A minimum of seven years’ experience in higher education, unless cumulative achievement deemed equivalent;
3. A minimum of four years in rank of Assistant Professor at The University of North Carolina at Pembroke, unless cumulative achievement deemed equivalent.

**Professor**

It is generally recognized that promotion to the rank of Professor is based upon one’s having achieved professional and scholarly distinction. The following are required for promotion to Professor:

1. Unless there are extenuating circumstances, a terminal degree in the appropriate field;
2. Evidence of outstanding teaching;
3. Evidence of significant scholarship and professional growth

Each faculty member should pursue an appropriate balance among the different types of scholarship essential to the implementation of the mission of the institution. Evidence of consistent scholarly contributions to the profession should be demonstrated over the course of the candidate’s career. The candidate should provide evidence of quality scholarship from the indicators/categories of scholarship accomplishment identified below. Evidence of peer-reviewed scholarship is required for promotion to full Professor.

1. Evidence of university, professional, and community service;

Each faculty member should pursue an appropriate balance among the different types of service essential to the mission of the institution and the support of the faculty member’ discipline. Faculty are advised that the Faculty Evaluation Model requires that at least 10% of a faculty member’s effort be devoted to service during the time period since appointment or promotion to the rank of Assistant Professor. The candidate should provide evidence of university, professional, and community service apportioned as he/she sees fit.

1. Positive evaluations;
2. A minimum of ten years’ experience in higher education, unless cumulative achievement deemed equivalent
3. Five years in rank of Associate Professor at The University of North Carolina at Pembroke, unless cumulative achievement deemed equivalent.
4. Evidence of leadership in fulfilling collegiate responsibilities.

It is strongly recommended that a candidate not receiving promotion should not be considered the following academic year.

**Indicators/Categories of Scholarship Accomplishment**

While this listing is not meant to include all possible examples of scholarship accomplishment, it does likely cover the great majority of works that could validly be claimed as scholarship. It is recommended that all faculty members use this list and the Disciplinary Statements from their department, along with guidance from their Chairs and peers, to direct them into appropriate projects that will result in acceptable scholarship accomplishments. One should keep in mind that a few minor accomplishments typically will not be sufficient for promotion, especially the promotion to full professor.

**1. Dissemination of Scholarship** (Identify the project as peer-reviewed or not peer-reviewed. More weight will be given to peer-reviewed works published by major professional organizations or presses of acknowledged quality.)

* Publication of a book
* Published monograph
* Book chapters
* Articles in scholarly journals
* Conference proceedings
* Presentations in scholarly forums
* Textbooks
* Translations of scholarly/literary works
* Reviews of scholarly works; abstracts
* Workbooks/Study guides
* Articles published in educational magazines
* Other papers and reports (trade, in-house publications, and encyclopedias)
* Instructor’s Manuals

**2.** **Creative Activities**

* Composition (with more weight given to departmentally sponsored, outside peer-reviewed

performances of compositions or to peer-reviewed compositions published by organizations of

acknowledged quality)

* Public Performances exhibits (with more weight given to departmentally sponsored peer

reviewed performances in venues of acknowledged quality)

* Exhibits (with more weight given to juried art exhibits in venues of acknowledged quality)
* Demonstrating professional competence through employment by reputable professional

companies

* Commissions (with more weight given to commissions from prestigious public or professional

institutions)

* Invited presentations, lectures, master classes, workshops, and performances (with more weight

given to reputable professional organizations or venues of acknowledged quality or to peer

reviewed activities where appropriate

**3.** **Editing**

* Editor, book of readings (published by a professional organization or nationally recognized

publishing house)

* Editorial Board, international, national, regional or state journal

**4. Grants and Contracts**

Funded research/program grants

* Grants proposals (not funded)
* Grants for professional development
* Grant reviewer

**5. Classroom based research projects--Scholarship of Teaching and Learning**

(When defined as scholarship, teaching both educates and entices future scholars. Faculty as scholars are also learners, transforming and extending knowledge as well as transmitting it.)

* Development of software and other course materials (professionally disseminated)
* Articles on pedagogy or curriculum design
* Reports based on program and service grants devoted to innovative pedagogy
* Contracts devoted to developing and disseminating innovative pedagogy

**6. Scholarship related to service or the use of professional expertise—Scholarship of Engagement or Application**(To beconsidered scholarship, service activities must be directly tied to one’s special field of knowledge and relate to and flow directly out of professional activity related to one’s special field of knowledge.)

* Commissioned research reports
* Articles in the popular or regional press
* Editorial, curatorial, or community education projects
* Accreditation reports (In exceptional cases, the individual responsible for compiling the

accreditation report can make a case for the scholarship component of the document being

submitted for consideration.)

* Course materials designed for professional development seminars

**7. Other**

* Honors/awards for research and artistic efforts
* Significant citations of work in professional literature
* Membership in professional societies
* Attendance at professional meetings
* Supervision of graduate or undergraduate theses or extensive projects that involve research or artistic efforts
* Special research or artistic efforts
* Special initiatives in on-campus scholarly or professional development
* Continuing education, workshops, symposia, or other specialized training programs attended or completed
* Professional consultancies resulting in professional development

**Early Tenure**

According to Section II, Chapter 1 on Faculty Personnel Policies on Faculty Status, faculty appointed to the rank of Assistant Professor or Associate Professor receive a series of multi-year contracts until, at the end of the sixth year of employment, they are reappointed with permanent tenure at the same or higher rank, or not reappointed. Faculty requesting tenure/promotion prior to the sixth year of employment will meet the following criteria:

1. Currently in a tenure-track position;
2. Documented evidence of exceptional teaching as determined by the department;
3. An exceptional record of scholarship. The circumstances and record of performance that make the case exceptional must be fully documented by the candidate and validated by the department. The fact that an applicant meets the performance criteria for tenure/promotion does not constitute and exceptional case for early tenure/promotion;
4. Documented evidence of exceptional service (university, professional, and community) as determined by the department;
5. At least four years of full-time experience in teaching or librarianship at an accredited four-year college or university, including two years completed at UNC Pembroke; and
6. A letter from the Chair of the Department to the faculty member, the Dean, the Chair of the Promotion and Tenure Committee, and the Provost and Vice Chancellor for Academic Affairs acknowledging that the candidate meets the requirements in Criteria 1) and 5). This letter must be submitted by August 1.

A candidate for early tenure/promotion can make application only once. If the candidate is not successful in receiving early tenure/promotion, he/she will not be penalized in any way and can pursue the normal tenure/promotion process.

**Tenure Consideration for Newly-Hired Faculty and Administrators**

When a tenured distinguished faculty member or senior academic administrator (department chairs, deans, associate vice chancellors, and provosts) who requests a faculty appointment is being considered for a position at UNCP, tenure can be conferred upon hiring. In such exceptional cases, before a contract is offered, the Provost and Vice Chancellor for Academic Affairs submits the portfolio of the candidate to the appropriate department for consideration of tenure. After careful consideration, the department chair and faculty make a recommendation to the appropriate dean, who in turn makes a recommendation to the Provost for or against tenure in that department. It is expected that the Provost and the Chancellor would abide by these recommendations except in extraordinary circumstances.

**Policy for Promotion of Non-Doctoral Faculty‑**

(Approved by The University of North Carolina at Pembroke Faculty Senate on May 6, 1987)

**General Introduction**

Persons holding the master's degree as their highest earned degree are not automatically entitled to consideration for promotion to or within professorial rank. Such persons may, however, where they can present substantial evidence of comparable professional distinction, petition for promotion to or within professorial rank. Comparable professional distinction is understood herein to mean the functional equivalent of a terminal degree in the petitioner's discipline or field. In no case does length of service to the University or teaching competence qualify as evidence of comparable professional distinction. While these items might constitute considerations to be taken into account within the structure of any promotion decision, they do not constitute a means of qualifying for promotion consideration on the basis of comparable professional distinction. For promotion purposes, a Master of Fine Arts degree may be considered a terminal degree in lieu of a doctorate in the appropriate creative and performance areas. For promotion purposes, additional individual consideration may be given to the Master of Social Work degree (recognized as the terminal practice degree) combined with membership to the Academy of Certified Social Workers or NC State License/Certification in appropriate area of practice and the Master of Business Administration degree combined with the Certified Public Accounting License.

**Criteria for Comparable Professional Distinction**

* Evidence of outstanding academic/professional accomplishment. This would include a history of being a contributing and exceptional member of an academic discipline. Items to be considered in this regard include a record of publication, artistic productivity in studio or performing arts, as well as exceptional professional accomplishment in fieldwork relevant to the academic discipline.
* Evidence of continuing professional development. There must be a strong record of involvement in professional activity. Presentation of conference papers, conference attendance, symposium participation, and any other activity, exhibit, or show where one's work product is subject to professional peer review may be considered.
* Evidence that one has a reputation as a respected scholar/ professional among peers.
* Demonstration of how evidence compiled with respect to items a, b, and c above may combine to justify the petitioner's claim to have attained, by virtue of outstanding accomplishment, the functional equivalent of a terminal degree in his or her discipline or field.

**Procedure**

Any person wishing to be considered for promotion to or within professorial rank on the basis of comparable professional distinction must petition for such consideration. This is to be done by presenting a written request, along with supporting evidence, to the department chair. The department chair will convene the departmental peer evaluation committee. This committee will consider the merits of the request and shall send it, the supporting evidence, the committee's written recommendation, along with the department chair's recommendation to the Provost and Vice Chancellor for Academic Affairs. The Vice Chancellor, if he or she deems the request to have merit, shall ask for a review by the Promotion and Tenure Committee. This committee shall consider only if the petitioner has met the stated criteria for comparable professional distinction. Having thoroughly examined the evidence, the committee shall submit its recommendation to the Provost and Vice Chancellor for Academic Affairs. The Provost and Vice Chancellor shall make the final determination on comparable professional distinction. If the Provost and Vice Chancellor decides that the criteria for comparable professional distinction are not met, he/she shall so inform the petitioner in a manner consistent with general provisions of the University's promotion policy. Any petitioner who is determined to have met the criteria for comparable professional distinction shall be considered, for promotion purposes, to have the functional equivalent of a terminal degree in his or her field or discipline. From that point forward, the petitioner shall be entitled to the same consideration and evaluated by the same criteria that apply to all terminal degree holders with respect to promotion.

**Policy on Appointment, Reappointment, Promotion, and Tenure of Professional Librarians‑**

(Approved by the Faculty Senate on February 6, 1991)

Professional librarians at The University of North Carolina at Pembroke hold faculty status and receive benefits equal to other EPA academic personnel on twelve‑month contracts with equivalent credentials. Although they hold rank similar to that of instructional personnel, librarians are considered administrative faculty since they do not hold an appointment in an academic department. And, because their duties differ considerably from those of the teaching faculty, a separate but parallel system of library ranks has been established.

Professional librarians appointed to positions at The University of North Carolina at Pembroke must possess as a minimum qualification a Master's Degree in the field of Library Science, hereafter referred to as an M.L.S. This degree is considered an appropriate terminal degree for initial appointment. Professional librarians must also exhibit potential for job performance in a specific library field, service, scholarship, and professional development, consistent with their unit’s Disciplinary Statements.

Professional librarians are normally appointed at the rank of Instructor Librarian. When considered for promotion and/or tenure, they are evaluated according to the procedures and criteria, the latter modified slightly to reflect the nature of a librarian's work, established for the faculty by the Faculty Senate and by the Tenure and Promotion Committee. Librarians not holding doctoral degrees are subject to the policies for non‑doctoral faculty established by The University of North Carolina at Pembroke. Instructor librarians in their third year should normally be reviewed for consideration for promotion to assistant librarian.

**Appointment/Promotion Standards**

**Instructor Librarian**

Professional Librarians without previous professional experience are appointed at the rank of Instructor Librarian for a probationary period; this appointment is based on the expectation of successful overall performance and the potential for a promising career in librarianship. Appointment at this rank requires meeting the standards listed below.

1. An M.L.S. as a minimum qualification.
2. Potential for effectiveness in teaching and/or job performance.
3. Potential for scholarship and professional growth.
4. Potential for University and community service.
5. Essentially positive recommendations.

**Assistant Librarian**

Appointment at or promotion to the rank of Assistant Librarian is based upon demonstrated evidence of significant professional contributions to the library and the institution and the potential for further professional growth. Appointment at or promotion to Assistant Librarian requires meeting the standards listed below.

1. An M.L.S. as a minimum qualification and evidence of continued educational development;
2. Evidence of satisfactory teaching and/or job performance;
3. Evidence of scholarship and professional growth;
4. Evidence of community and University service;
5. Essentially positive evaluations;
6. A minimum of two years' professional experience after graduation.

**Associate Librarian**

Appointment or promotion to the rank of Associate Librarian is based upon evidence of substantial professional contributions to the library and the institution as well as significant achievements, for example in research, scholarship, or other appropriate professional endeavors, in addition to assigned duties in the library. Appointment at or promotion to Associate Librarian requires meeting the standards listed below.

An M.L.S. as a minimum qualification and evidence of continued educational development; such evidence may include earning an M.A. in an academic field and active participation in institutes, workshops, and conferences.

1. Evidence of superior teaching and/or job performance.
2. Evidence of scholarship and professional growth.
3. Evidence of community and University service.
4. Essentially positive evaluations.
5. A minimum of seven years' professional experience after graduation.
6. A minimum of four years in rank of Assistant Librarian at The University of North Carolina at Pembroke, unless cumulative achievement deemed equivalent.

**Senior Librarian**

Appointment or promotion to the rank of Senior Librarian is based upon outstanding achievements and evidence of significant professional contributions to the library and the institution as well as superior achievements, for example in research, scholarship, or other appropriate professional endeavors, in addition to assigned duties in the library. Appointment to or promotion to this rank requires meeting the standards listed below.

An M.L.S. as a minimum qualification and evidence of continued educational development; such evidence may include earning an M.A. in an academic field and participation in a leadership capacity in institutes, workshops, and conferences.

1. Evidence of outstanding teaching and/or job performance.
2. Evidence of significant scholarship and professional growth.
3. Evidence of community and University service.
4. Positive evaluations.
5. A minimum of ten years' professional experience after graduation.
6. A minimum of five years in rank of Associate Librarian at The University of North Carolina at Pembroke, unless cumulative achievement deemed equivalent.
7. Evidence of leadership in fulfilling collegiate responsibilities.

**Criteria for Promotion**

Professional librarians being considered for promotion to Assistant, Associate, or Senior must meet the standards outlined above for each rank. They will be evaluated using the following criteria; special emphasis may be placed on the criteria that are most directly related to their responsibilitiesand their unit’s Disciplinary Statements.

1. Documented evidence of continued professional growth and development; such evidence may include additional academic training and the earning of an academic master's degree; it may also include a record of attendance at and participation in workshops, institutes, seminars, and other informational meetings designed to further professional abilities and skills.
2. Documented evidence of communication, cooperation, and rapport with students, faculty, University staff, library staff, and the public in the providing of library services.
3. Documented evidence of the ability to instruct patrons in the interpretation and use of library resources.
4. Documented evidence of research or scholarly activities.
5. Documented evidence of exceptional performance and leadership in relating professional duties and responsibilities to the overall goals and objectives of the library.
6. Documented evidence of constructive contributions and innovations that have improved the library's services, such as the development of bibliographic pamphlets and user guides or upgrading the usability of the online catalog.
7. Documented evidence of effectiveness in supervisory, managerial, and administrative duties as applicable, with special emphasis on the training and development of supportive staff. [This criterion applies primarily to individuals who have served, or who are serving, in a supervisory capacity.]
8. Documented evidence of significant contributions in the area of collection development and collection analysis in one or more areas of the library's holdings.
9. Documented evidence of commendable service related to temporary assignments of additional responsibility, such as service on library standing and ad hoc committees or the analysis and continuing study of library policies and services.
10. Documented evidence of service to the University, such as membership on University and Senate committees and subcommittees.
11. Documented evidence of professional service to the community.

It is strongly recommended that a candidate not receiving promotion should not be considered the following academic year.

**Tenure**

Professional librarians will be eligible for tenure. The relationship between tenure and rank shall be the same for librarians as for other faculty at The University of North Carolina at Pembroke. These general criteria include: l) effectiveness of performance as a librarian; 2) quality of scholarship; and 3) effectiveness of professional service to the University and the community. A librarian awarded tenure is granted tenure as a member of the library professional staff, not tenure in a specific working assignment or in an academic department.

A librarian who is a candidate for tenure shall be reviewed according to procedures set forth in established institutional regulations as applied to other faculty at The University of North Carolina at Pembroke. These procedures shall be similar to those mandated for promotion in academic rank.

**Criteria for Tenure Recommendations**

1. Documented evidence of general knowledge of the goals, standards, and conventions of the library profession, especially as applicable to the role of the academic librarian.
2. Documented evidence of superior abilities and professional knowledge in the particular area or areas of assigned responsibility; in addition, documented evidence of positive job‑related characteristics, such as accuracy, initiative, judgment, dependability, and ability to organize and
3. Documented evidence of research or scholarly activities.
4. Documented evidence that professional knowledge and abilities have contributed to the improvement of library services.
5. Documented evidence of the ability to interact successfully with all users of the library, faculty, staff, students, and the public, and with members of the library staff.
6. Documented evidence of the ability to instruct patrons in the interpretation and use of library resources.
7. Documented evidence of efforts for continuing professional growth and development; i.e., the enhancement of existing skills and the motivation for acquiring additional skills and training related to the effective performance of professional duties.
8. Documented evidence of a superior level of performance in the areas of service to and instruction of users, such as, bibliographic organization and collection development.
9. Documented evidence of the willingness to assume (and quality of performance in such tasks) temporary assignments of additional responsibility as requested; i.e., service on library standing and ad hoc committees and the analysis and continuing study of library policies and services.
10. Documented effectiveness in supervisory, managerial, and administrative duties, when applicable.
11. Documented evidence of service to the University; i.e., service on University and Senate committees.
12. Documented evidence of professional service to the community.

The library director, library staff, and students will use the appropriate forms to evaluate performance of librarians.

**The Promotion and Tenure Committee**

The Promotion and Tenure Committee advises the Provost and Vice Chancellor for Academic Affairs on matters of promotion and tenure. This University-wide committee attempts to ensure a fair and consistent application of promotion and tenure standardswhile taking into account the appropriate departmental Disciplinary Statements. The responsibilities of the Promotion and Tenure Committee are to (a) gather the reports of the Department Chair and Peer Evaluation Committee, (b) request any additional information that it deems necessary, (c) examine all facets of the application, and (d) reach an equitable final decision. Responsibilities in the tenure and/or promotion process are discussed below.

**Composition and Restrictions on Membership of the Committee:**

The Committee will consist of seven faculty members, one elected from each Faculty Senate division, and one at-large faculty member from a department not already represented. The Committee on Committees and Elections will conduct faculty-wide elections for the divisional representatives under procedures outlined in the By-laws of the Faculty Constitution.

1. Department Chairs, Assistant Chairs, and administrators are not eligible to serve on the Committee, but they may act as resource persons to the Committee.
2. Only those full-time faculty members with tenure and the rank of Associate or Professor are eligible for election to the Committee.
3. Membership is for three-year staggered terms. A member may not succeed him or herself.
4. A member of the Committee (Promotion and Tenure) may not serve concurrently on the Faculty Hearing Committee or the Faculty Grievance Committee or a Tenure and Promotion Peer Evaluation Committee, but is eligible to serve on Contract Renewal Peer Evaluation Committees and Post-Tenure Peer Evaluation Committees.
5. No member may be considered for promotion while serving on the Committee. A member who plans to apply for promotion must resign from the Committee by September 21 of the year of the evaluation so that a replacement may be elected. If a member fails to resign by that date, his or her promotion evaluation is aborted.

**Procedures**

**Committee Leadership**

At its final meeting in the spring semester, the Committee shall select the next academic

year’s Chair and Vice Chair from among its membership whose terms continue beyond the conclusion of the current academic year. The Chair is responsible for conducting meetings, ensuring that all provisions of the Faculty Evaluation Model are followed, using standard parliamentary procedures in reaching decisions, ensuring confidentiality of proceedings, and preparing and distributing the Committee’s final reports. Should the Chair abstain from a case, the Vice Chair shall preside; the Vice Chair shall also assist in preparation of final reports.

**Coordination with the Office for Academic Affairs**

At the first meeting of the fall semester, the Provost and Vice Chancellor for Academic Affairs briefs the Committee on the results of the previous Committee’s recommendations and on the forthcoming candidacies to be considered. Throughout the year, the Committee Chair serves as the liaison between the Committee and the Office for Academic Affairs for matters pertaining to promotion and tenure decisions.

**Quorum Requirements and Abstentions**

A quorum of five members is required to conduct preliminary meetings, and a quorum of all seven members is required for final decisions. In any decision that involves a conflict of interest on the part of a member, that member is to notify the other members and abstain from all deliberations and votes on that decision.

**Report Preparation**

In preparing the Tenure and Promotion Evaluation Report for a faculty member, the Committee is to follow the Format for Evaluation Reports; complete the Tenure, Promotion, and Renewal Form; and be guided by the Standard Performance Rating Scale. Serious consideration must be given to the area weights on the faculty member’s Self Evaluation Report(s)and the appropriate departmental Disciplinary Statements. The Committee’s final recommendation should be an independent judgment based on summaries of the overall record and the Committee’s resolution of any disagreements between the candidate and other evaluators. The Committee should strive for consistency over time in applying criteria and making decisions.

**Periodic Promotion and Tenure Review Process**

The Chancellor and/or the Faculty Senate, at intervals of not more than five years beginning in 2003, will initiate a review of the University Promotion and Tenure policies. At this time, an ad hoc Promotion and Tenure Review Committee will be formed to carry out the review. The composition of the Committee will be as follows: the Chair of the Faculty Senate will serve as an ex-officio member of the committee and will appoint as its members full-time tenured or tenure-track faculty, one from each of the University’s Divisions. If possible, at least one of these committee members should have served one term on the University Promotion and Tenure Committee. Upon completion of the review, the Committee will submit a report to the Senate chair and to the Chancellor. The Chancellor will forward the report to the President.