Department of Health Policy and Management
Gillings School of Global Public Health
University of North Carolina at Chapel Hill

HPM Expectations For Promotion of Tenure Track Faculty

January 14, 2013
1. Introduction

The Appointment, Promotion, and Tenure (APT) manual produced by the Gillings School of Global Public Health (SPH) is a comprehensive document that describes the requirements and processes used in APT decisions on a school-wide basis. The APT manual is the primary reference document for SPH faculty members being considered for promotion and / or tenure.

The purpose of this document is to describe HPM-specific performance expectations within the context of the APT manual of the SPH. This document does not pre-empt the APT manual but rather provides additional guidance that is specific to HPM faculty members. This first section describes performance expectations of all faculty members, regardless of rank. The remaining sections present tables that describe the research, teaching, and service expectations associated with the following actions:

- Promotion from assistant to associate professor
- Promotion from associate to full professor
- Post-tenure review of full professor

While not every expectation must be met, the expectations as a whole set the standard for promotion.

2. Performance expectations of all HPM faculty members

All tenure track faculty members regardless of rank are expected to meet the following performance standards:

- **Research**
  - Pursue grant and / or contract funding.
  - Include students in grant proposals when feasible.
  - Publish in peer-reviewed journals.
  - Include students as authors when feasible.
  - Present at academic and professional meetings.

- **Student advising**
  - Be an academic advisor to doctoral, master’s, and / or bachelor degree students.
  - Serve as committee chairs and members for doctoral dissertations, master’s papers, and / or bachelor degree honors papers.

- **Classroom teaching**
  - Teach a doctoral, master’s and / or bachelor degree course.
  - Teach academically rigorous and up-to-date content that reflects the distinct needs of residential and distance students.
  - Use pedagogy and learning technology that reflects the distinct needs of residential and distance students.
  - Consider student feedback provided through the Carolina Evaluation System (CES) and to implement change when appropriate.
  - Consider peer feedback provided through the Peer Teaching Evaluation (PTE) and to implement change when appropriate.
- Assist in preparation of course documentation required for CEPH and AUPHA accreditation of teaching programs.

**Service**

- Participate in professional service such as:
  - Membership on committees of the department, School, or University
  - Membership on committees within the profession.
  - Contributions to faculty governance such as conducting special studies for the department, School, or University.
  - Membership or leadership of a professional organization.
  - Serving as an editor or on the editorial board of a journal.
  - Serving on study sections and other review committees
  - Reviewing manuscripts for professional journals.
  - Participation or consultation to an accreditation or other educational review board such as membership in an AUPHA or CEPH site visit team.

- Participate in faculty engagement such as:
  - Membership on or leadership of public boards, commissions, or panels where the appointment is based on the faculty member's professional expertise.
  - Consultations with local communities, states, or nations or organizations where such consultation is requested because of the faculty member's professional expertise.
  - Supervision of student projects in communities and organizations where a primary result of the project is a benefit to the client organization.
  - Testimony before boards, commissions, or government bodies where such testimony is directly related to the faculty member's professional expertise.
  - Preparation of studies, reports, surveys, or analyses, which are responsive to requests from community organizations or governmental bodies.
  - Acting as a resource to community organizations or governmental bodies to assist in networking with other experts or locating information sources requested by these organizations.

**3. How these performance expectations are used**

1. **To set clear and measurable targets.**

Clear and measurable performance expectations are necessary for faculty to know from day one what performance is expected for promotion. Such targets are also necessary for an objective, consistent and informed review of an applicant for promotion. Ambiguous or missing performance expectations can result in arbitrary or biased decisions that may work for or against an applicant. There are discipline-specific and contextual factors that may affect performance of an applicant for promotion, such as differences in opportunities to advise students in various degree programs, and these factors should be recognized in the promotion process.
2. **To serve as a basis for annual reviews.**
   These performance expectations should form the basis of annual reviews of performance between mentors and mentees and between the Chair and faculty. These performance expectations should provide a consistent and concrete yardstick against which performance can be measured. The intent is to identify performance where expectations are met and performance in need of improvement. It is important that mentors provide consistent advice based on these performance expectations.

3. **To prepare a career focus statement.**
   The most important use of these performance expectations is in preparation of a career focus statement for a promotion package or post-tenure review. In consultation with mentors, it is the responsibility of the applicant to construct a complete, succinct, and persuasive career focus statement that:
   a. Provides an overview and description of the research, teaching, service, and impact of the applicant’s career. Tells an academic story. In colloquial terms, “Here are my main (3-4) research interests and why they are important, here is how I have funded my research, here is what I have published from my research, here is how I have involved students in my research, and here is the impact of my research and the recognition it has received.”
   b. Compares the applicant’s actual performance to these performance expectations and explains any discipline-specific or contextual factors that may be relevant to the applicant’s performance. For example, faculty in some disciplines find it difficult to obtain Federal R series grants instead serving as co-investigators or team members on other researcher’s grants versus being principal investigators of their own grants. On the other hand, faculty might participate in multiple studies in a research center resulting in many co-authored publications that exceed HPM expectations. It is up to the applicant to delineate these disciplinary or contextual factors and how they have impacted her performance.

4. **To delineate increasing performance expectations with progress through the ranks.**
   A basic tenet of HPM’s departmental philosophy is that the performance of Full Professors should exceed that of Associate Professors whose performance should exceed that of Assistant Professors. In the first 1-2 years following appointment as Assistant Professor, expectations for student advising, classroom teaching, and service are held to a minimum in order to maximize time for research, preparation of grant applications, and writing articles for submission to peer-reviewed journals. In general, as one proceeds through the ranks, one’s performance in all of these areas is expected to be elevated.
5. HPM Faculty Performance Expectations for Tenure and Promotion

**Promotion: Assistant to Associate Professor** *

<table>
<thead>
<tr>
<th>Teaching and Advising</th>
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<tbody>
<tr>
<td>1. Chair one or more doctoral committees, either completed or in-process</td>
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<tr>
<td>2. Chair one or more MSPH paper committees or one or more BSPH honor’s papers</td>
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<tr>
<td>3. Serve as a member of two or more doctoral committees (HPM or other)</td>
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<tr>
<td>4. Advise two or more undergraduate and/or Master’s students and/or research assistants / and/or trainees per year</td>
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<tr>
<td>5. Teach one or more HPM courses per year (usually after first year of faculty appointment) at the standard that meets Department’s quality expectations</td>
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<table>
<thead>
<tr>
<th>Research</th>
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<tbody>
<tr>
<td>Number of Grants</td>
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<tr>
<td>------------------</td>
</tr>
<tr>
<td>One grant or contract as PI or site/project-PI in a center grant or multi-site study by time of promotion review for Associate Professor</td>
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<th>Service</th>
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<tbody>
<tr>
<td>1. Professional service: Serve on at least 1 committee, either departmental, School, and/or University along with involvements in other activities expected of tenure track faculty, as listed in Introduction and in IV.D.1 of APT manual.</td>
</tr>
<tr>
<td>2. Faculty engagement: Involvements in activities expected of tenure track faculty, as listed in Introduction and in IV.D.1 of APT manual.</td>
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* These performance expectations encompass the time period prior to date of review for promotion to Associate Professor.
## HPM Faculty Performance Expectations for Tenure and Promotion

### Promotion: Associate to Full Professor *

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<tbody>
<tr>
<td>1. Chair three or more doctoral committees, either completed or in-process</td>
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<tr>
<td>2. Serve as a member of four or more doctoral committees (HPM or other)</td>
</tr>
<tr>
<td>3. Advise two or more undergraduate and / or Master’s students / or research assistants / and/or trainees per year</td>
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<tr>
<td>4. Teach one or more HPM courses per year at the standard that meets Department’s quality expectations</td>
</tr>
<tr>
<td>5. Mentor one or more faculty members at the Assistant or Professor level</td>
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</tbody>
</table>

### Research

<table>
<thead>
<tr>
<th>Number of Grants</th>
<th>Source</th>
<th>% Salary</th>
<th>Number Peer-Reviewed Pubs</th>
<th>Authorship</th>
<th>Journal Characteristics</th>
<th>Presentations (Oral or poster)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One grant or contract as PI or site/project-PI in a center grant or multisite study since promotion to Associate Professor</td>
<td>Federal R-series grant, government grant, foundation grant, contract, or fellowship</td>
<td>50% from grants and/or contracts</td>
<td>25 since promotion to Associate Professor</td>
<td>20% first author or equivalent in journals using alphabetical author listings; 20% co-author with mentees</td>
<td>High quality, high impact journals judged by disciplinary standards</td>
<td>10 since promotion to Associate Professor</td>
</tr>
</tbody>
</table>

### Service

1. Professional service: Serve on at least 2 committees, either departmental, School, and/or University along with growing and substantial involvement in other activities expected of tenure track faculty, as listed in Introduction and in IV.D.1 of APT manual.

2. Faculty engagement: growing and substantial involvement in activities expected of tenure track faculty, as listed in Introduction and in IV.D.1 of APT manual.

- These performance expectations are from date of promotion to Associate Professor and date of review for promotion to Full Professor.
# HPM Faculty Performance Expectations for Tenure and Promotion

## Associate Professor Post-Tenure Review*

### Teaching and Advising
1. Chair three or more doctoral committees, either completed or in-process
2. Serve as a member of four or more doctoral committees (HPM or other)
3. Advise two or more undergraduate and/or Master’s students/or research assistants/or trainees per year
4. Teach one or more HPM courses per year at the standard that meets Department’s quality expectations
5. Mentor one or more faculty members at the Assistant or Associate Professor level

### Research

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<tr>
<td>One grant or contract as PI or site/project-PI in a center grant or multi-site study since promotion to Associate Professor</td>
<td>Federal R-series grant, government grant, foundation grant, contract, or fellowship</td>
<td>50% from grants and/or contracts</td>
<td>25 since promotion to Associate Professor or last Post-Tenure Review</td>
<td>20% first author or equivalent in journals using alphabetical author listings; 20% co-author with mentees</td>
<td>High quality, high impact journals judged by disciplinary standards</td>
<td>10 since promotion to Associate Professor or last Post-Tenure Review</td>
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### Service
1. Professional service: Serve on at least 2 committees, either departmental, School, and/or University along with growing and substantial involvement in other activities expected of tenure track faculty, as listed in Introduction and in IV.D.1 of APT manual.
2. Faculty engagement: growing and substantial involvement in activities expected of tenure track faculty, as listed in Introduction and in IV.D.1 of APT manual.

- These performance expectations are from date of promotion to Associate Professor and/or date of last Post-Tenure Review.
# HPM Faculty Performance Expectations for Tenure and Promotion

## Full Professor Post-Tenure Review *

| Teaching and Advising | 1. Chair five or more doctoral committees, completed or in process  
2. Serve as a member of six or more doctoral committees  
3. Advise two or more undergraduate and / or Master’s students per year  
4. Teach one or more HPM courses per year at the standard that meets Department’s quality expectations  
5. Mentor one or more faculty members at the Assistant or Associate Professor level |
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<tr>
<th>Research</th>
<th>Number of Grants</th>
<th>Source</th>
<th>% Salary</th>
<th>Number Pubs</th>
<th>Authorship</th>
<th>Journal Characteristics</th>
<th>Presentation</th>
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</thead>
<tbody>
<tr>
<td>One grant or contract as PI or site/project PI in a center grant or multi-site study since promotion to Full Professor or last post-tenure review</td>
<td>Federal R-series grant, government grant, foundation grant, contract, or fellowship</td>
<td>50% from grants/contracts</td>
<td>25 since promotion to Full Professor or last post-tenure review</td>
<td>Sustained pattern of co-authorships with mentees on journal articles, chapters, books</td>
<td>High quality, high impact journals judged by discipline standards</td>
<td>10 since promotion to Full Professor or last post-tenure review</td>
<td></td>
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</tbody>
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| Service | 1. Professional service: Serve on at least 2 committees, either departmental, School, and/or University along with growing and substantial involvement in other activities listed in Introduction and in IV.D.1 of APT manual.  
2. Faculty engagement: Growing and substantial involvement in activities expected of all tenure track faculty as listed in Introduction and in IV.D.1 of APT manual. |

* These performance expectations are from date of promotion to Full Professor and/or date of last Post-Tenure Review.