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Gillings School of Global Public Health  
University of North Carolina at Chapel Hill

HPM Expectations for Promotion of Clinical Track Faculty

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1. Introduction

The Appointment, Promotion, and Tenure (APT) manual of 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.

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 clinical faculty members, regardless of rank. The remaining sections present tables that describe the teaching and service expectations associated with the following actions:

- Promotion from assistant to associate professor
- Promotion from associate to 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 clinical faculty members

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

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

- **Classroom teaching**
  - Teach one or more doctoral, master’s and / or bachelor’s degree courses.
  - 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 DigitalMeasures course evaluation system and implement change when appropriate.
  - Consider peer feedback provided through the Peer Teaching Evaluation (PTE) and implement changes 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.
- 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 on 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.

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 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, or exceeded, as well as where performance is in need of improvement.
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. 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 teaching, service, and impact of the applicant’s career.
   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 situation.

4. **To delineate increasing performance expectations with progress through the ranks.**
A basic tenet of HPM’s departmental philosophy is that the performance of clinical track Full Professors should exceed that of clinical track Associate Professors whose performance should exceed that of clinical track Assistant Professors. In general, as one proceeds through the ranks, one’s performance in all of the areas identified herein is expected to be elevated.
# HPM Performance Expectations for Promotion of Clinical Faculty

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<tr>
<th>Promotion: Clinical Assistant Professor to Clinical Associate Professor</th>
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<tbody>
<tr>
<td><strong>Teaching and Advising</strong></td>
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<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 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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<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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<td>5. Teach one or more HPM courses per year at the standard that meets Department’s quality expectations</td>
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<td>6. Receive consistently outstanding peer and student evaluations</td>
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<td>7. Use innovative teaching techniques</td>
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<td>2. At least 5 presentations at local, state, national, or international forums dealing with teaching, research, or public health more broadly*</td>
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<td>Consistent with overall School expectations, participation in professional service and faculty engagement activities are encouraged and will be favorably considered in the promotion process.</td>
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*These performance expectations encompass the time period prior to date of review for promotion to Clinical Associate Professor
# HPM Performance Expectations for Promotion of Clinical Faculty

## Promotion: Clinical Associate Professor to Clinical Full Professor

| Teaching and Advising | 1. Chair 3 or more doctoral committees, either completed or in-process  
2. Chair 3 or more MSPH paper committees or BSPH honor’s papers  
3. Serve as a member of 4 or more doctoral committees (HPM or other)  
4. Advise 4 or more undergraduate and/or Master’s students and/or research assistants / and/or trainees per year  
5. Teach 2 or more HPM courses per year at the standard that meets Department’s quality expectations  
6. Receive consistently outstanding peer and student evaluations  
7. Develop and use innovative teaching techniques |

| Scholarship | 1. At least 5 scholarly publications (journal article, book, book chapter, referred technical reports) or other scholarly work (software application, patents, websites, digital media, etc.) dealing with teaching, research, or public health more broadly*  
2. Five presentations at local, state, national, or international forums dealing with teaching, research, or public health more broadly* |

| Service | Consistent with overall School expectations, participation in professional service and faculty engagement activities are encouraged and will be favorably considered in the promotion process |

*These performance expectations are from date of promotion to Clinical Associate Professor and date of review for promotion to Clinical Full Professor