

Department of Nutrition

Policy Document

Title: Expectations for Promotion and Tenure in Nutrition (All Tracks)

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Expectations for Promotion and Tenure in Nutrition (all Tracks)

This document describes expectations for promotion and tenure in the Department of Nutrition. The discussion is based on historical decisions and is not meant to preclude hiring, promotion and tenure decisions based on forms of scholarship that would be new to the department. This document is intended to supplement specific provisions of the Appointments, Promotions and Tenure (APT) Manual of the Gillings School of Global Public Health, as revised January 2019 (https://sph.unc.edu/files/2018/01/APT-Manual_2017-08-22.pdf).

Nutrition is a multi-disciplinary department; our faculty have backgrounds in the life and health sciences, physical and natural sciences, and social sciences. Each of these major categories has its own professional culture, with different norms by which scholarship and professional development are judged. Within each category there are multiple sub-disciplines represented, and many of our faculty are involved in interdisciplinary scholarly activity. Such activity may be manifested as collaborative research with experts in other disciplines or expertise held by an individual in what could be considered more than one discipline. Collaborative work often involves scientific expertise in specific research methods or other specialized areas of expertise. Contributions to science through such collaborative efforts, on an interdisciplinary research team, can be considered as part of a candidate's promotion package. Therefore, our promotion and tenure decisions must be made with the individual's professional context in mind. Overall, decisions regarding promotion and tenure in the Department are considered on a case-by-case basis using a weight-of-evidence approach.

Although we consider each individual faculty member's background and professional context in our deliberations, we also consider departmental norms with respect to work load. For example, an individual's teaching and advising load relative to the average teaching and advising load in the Department within a given track (e.g. tenure track vs. teaching track) is considered when conducting evaluations for promotion and tenure.

Finally, we take into consideration faculty job responsibilities, which differ for tenure-track, research, teaching and clinical faculty. While responsibilities and types of scholarship differ, all types of faculty play a central role in the department and are expected to develop scholarly leadership. For example, promotion to the full professor level requires a national or international reputation for scholarship. In the case of teaching faculty, that reputation may have been earned for pedagogical innovations that have been shared via presentation and/or publication and have been adopted by others. In the case of clinical faculty, a national or international reputation may be earned for the development and evaluation of methods that are adopted by others and facilitate effective evidence-based nutrition or public health practice.

Excellence in scholarship is a major factor in decisions regarding hiring, promotion and tenure. Effective teaching and/or mentoring of students is also expected. In addition, we have increasing expectations for service with increasing faculty rank. In general, the criteria for excellence in scholarship outlined in the School's APT Manual apply to our decisions. The APT Manual section on teaching is also a valuable guide. For these reasons, faculty members are encouraged to read the manual carefully. The following guidelines are used for promotion and/or tenure.

Tenure Track: Assistant to Associate

We expect faculty promoted to Associate Professor with tenure to have demonstrated productivity and independence in research and effectiveness in teaching. We expect to see evidence of a research trajectory that indicates promise for further promotion (i.e., promise for the development of scholarly leadership and a national/international reputation for scholarly impact). Further, we expect faculty promoted to the Associate Professor level with tenure to participate in the department and their professional societies. The bullets below serve as a general guide but are not all inclusive of the ways in which these expectations can be met. Because of the variety of scientific sub-disciplines in which our faculty work, evaluation is made on a case-by-case basis using a weight-of-evidence approach.

- **Scholarship**
 - **Publications/Scholarly Products**
 - 2 first or senior authored papers per year (exclusive of faculty-initiated review papers) are expected as Assistant Professor
 - Additional publications as co-author are also expected
 - Journal impact factors and H-index may be considered
 - **Grants**
 - Secured independent (not mentored) grant awards as PI or Co-PI and normally support 25-50% of salary over time, typically with close to 50% covered by the time of promotion. Awards typically will include a mix of PI/Co-PI and Co-investigator roles.
 - Consistent submission of grants/proposals that are peer-reviewed in a manner that indicates future funding
 - NIH or other federal grants remain the most desirable, however funding from other sources (e.g., industry, foundations) are acceptable as long as work leads to high quality peer-reviewed publications that advance a national reputation
- **Teaching**
 - **Courses**
 - Generally expected to teach 1 (3-credit hour) course per year
 - **Mentoring/Advising**
 - Counseling/mentoring students at all three levels (bachelors, Master's, and doctoral) is expected
 - Serve as primary advisor for 1 doctoral student per year expected as Assistant Professor; support of doctoral students is expected with students proceeding in good standing
 - Advise 3 students, not including post-docs per year
 - Student awards, publications & presentations are considered
 - Additional mentoring of post-docs encouraged
- **Practice/Service**

- **Department/School/UNC**
 - Service with active engagement on at least 1 departmental committee per year
 - Service with active engagement on 1 school/university committee
- **Profession**
 - Service with active engagement on at least 1 professional organization
- **Community/Public Service**
 - Meaningful engagement as appropriate for position and scientific sub-discipline
- **Other**
 - Must show excellence in research, evidence of high-quality teaching, and adequate service
 - Must demonstrate that they are on a course for national leadership in their discipline
 - Must be able to show how his/her work has led, or is likely to lead, to improved public health
 - Demonstrates collegiality and willingness to contribute to the success of the department and the school in a positive manner

Tenure Track: Associate to Full

We expect faculty promoted to Full Professor to have established scholarly leadership within a field of research, to have developed a national or international reputation for that work and for that work to have had substantive impact (e.g., on the scholarly discipline, on policy and/or on practice). We expect to see sustained productivity (e.g., publications), demonstrated ability to obtain the funding needed to support their research, and evidence of excellence. We expect faculty promoted to Full Professor to be effective and willing teachers and mentors. We further expect that they will have made significant contributions to service, within the Department and UNC, to their profession and to the public. The bullets below serve as a guide but are not all inclusive of the ways in which these expectations can be met.

- **Scholarship**
 - **Publications/Scholarly Products**
 - 3 first or senior authored papers per year expected as Associate Professor
 - Additional publications as co-author are also expected
 - Journal impact factors are considered
 - **Grants**
 - Significant history of grant awards and normally are able to support at least 50-75% of salary over time, typically with close to 75% covered by the time of promotion through grants. Awards typically will include a mix of PI/Co-PI and Co-investigator roles.
 - NIH or other federal grants remain the most desirable, however funding from other sources (e.g., industry, foundations) is acceptable as long as work leads to high quality peer-reviewed publications that advance a national reputation
 - Awards as PI or Co-PI are expected
- **Teaching**
 - **Courses**
 - Teach 1 (3-credit hour) course per year
 - **Mentoring/Advising**
 - Counseling/mentoring students at all three levels (bachelors, Masters, and doctoral) is expected
 - Serve as primary advisor for 2 doctoral students per year expected as Associate Professor; support of doctoral students is expected
 - Advise 3 students, not including post-docs per year
 - Additional mentoring of post-docs encouraged
 - Student awards, publications & presentations are considered
 - Mentorship of junior faculty is desirable
- **Practice/Service**

- **Department/School/UNC**
 - Service with active engagement on at least 1 departmental committee per year. Serving as Chair of 1 department committee is typical.
 - Service with active engagement on 1 school/university committee
 - Mentoring of junior faculty desirable
- **Profession**
 - Demonstrated significant contributions in professional and public service
 - Service with active engagement on at least 2 professional organizations
 - Demonstrates leadership and recognition of contributions (e.g. elected offices or appointments to national advisory committees or expert panels)
- **Community/Public Service**
 - Demonstrated significant contributions in professional and public service
 - Clinical service/practice as appropriate for position
- **Other**
 - Obtained recognition as national or international leader in their discipline and/or in public health
 - Demonstrated sustained, high quality accomplishment in both teaching and research
 - Demonstrated significant contributions in professional and public service
 - Demonstrate how his/her work has enabled improvements in human health, or the advancement of the science or practice of their discipline
 - Demonstrates collegiality and willingness to contribute to the success of the department and the school in a positive manner

Fixed Term: Assistant to Associate Professor (Research)

We expect faculty promoted to Research Associate Professor to have demonstrated research productivity and quality.

There are two avenues to meet the research criteria for promotion.

The first is focused on team-based research in which efforts are concentrated on substantial contributions to a collaborative research program. Effort must include significant and high-quality contributions to scholarly reports and grant proposals. “High quality” can refer to publications in high impact journals either as first or contributing author, or success in obtaining research funded by highly regarded external funding agencies, including but not limited to NIH and CDC. Contributions to the research program will be documented by peer and mentor evaluations that will be given considerable weight. In this avenue, independent funding is not considered.

The second avenue focuses on independence in research, including securing independent funding for research and scholarly publications. Faculty must demonstrate a high probability of sustaining a significant research program that supports the majority of their time, contributes to support of doctoral students, and generates a large number of high-quality peer reviewed publications. These publications must establish a national reputation for the faculty member.

Research faculty may be promoted with evidence spanning both avenues. In either case, faculty members should play a role in the initiation and conduct of innovative research that addresses the health of the public. Faculty will be expected to incorporate new developments into the discipline and participate in the creation and transfer of knowledge and techniques that address critical areas of nutrition and health.

The expectation for teaching is met via occasional lectures in courses and service on student committees. Faculty promoted to the Research Associate Professor level are expected to participate in the department and remain current in their field. The bullets below serve as a guide but are not all inclusive of the ways in which these expectations can be met.

- **Scholarship**
 - **Publications/Scholarly Products**
 - 2 first or senior authored publications per year expected as Assistant Research Professor
 - Additional publications as co-author also expected
 - These publications must establish a national reputation for the faculty member
 - Journal impact factors are considered
 - **Grants**
 - 95% salary support from research expected (Unless an agreement is reached with the Chair for additional salary to be covered by the department for teaching.)

- Substantial contributions to a collaborative research program, including significant and high quality contributions to scholarly reports and grant proposals
- **Teaching**
 - **Courses**
 - Strongly encouraged to teach at least 1-credit hour per academic year
 - **Mentoring/Advising**
 - Mentoring of students as needed
 - Both formal and non-formal teaching/mentoring can occur at all three levels (bachelors, Master's, and doctoral).
 - Student awards, publications, and presentations considered
- **Practice/Service**
 - **Department/School/UNC**
 - Member of 1 department committee
 - Member of 1 School/University committee
 - Chair of department committee, as needed
 - **Profession**
 - Member of 1 professional organization
 - Appointment to a national committee/panel/board is desirable
 - **Community/Public Service**
 - Service to both the scholarly community and local community is required (public service may occur within communities, governments, or organizations at the local, state, national, and international levels)
 - **Other**
 - Contributions to the research program need to be documented by peer and mentor evaluations that will be given considerable weight
 - Evidence that research has stimulated work of other researchers and is able to support salary
 - Demonstrates leadership and recognition
 - Demonstrates collegiality and willingness to contribute to the success of the department and the school in a positive manner

Fixed Term: Associate to Full (Research)

There are two avenues to meet the research criteria for promotion.

The first is focused on team-based research in which efforts are concentrated on substantial contributions to a collaborative research program. Effort must include significant and high-quality contributions to scholarly reports and grant proposals. “High quality” can refer to publications in high impact journals either as first or contributing author, or success in obtaining research funded by highly regarded external funding agencies, including but not limited to NIH and CDC. Contributions to the research program will be documented by peer and mentor evaluations that will be given considerable weight. In this avenue, independent funding is not considered.

The second avenue focuses on independence in research, including securing independent funding for research and scholarly publications. Faculty must demonstrate a high probability of sustaining a significant research program that supports the majority of their time, contributes to support of doctoral students, and generates a large number of high-quality peer reviewed publications. These publications must establish a national reputation for the faculty member.

Research faculty may be promoted with evidence spanning both avenues. In either case, faculty members should play a role in the initiation and conduct of innovative research that addresses the health of the public. Faculty will be expected to incorporate new developments into the discipline and participate in the creation and transfer of knowledge and techniques that address critical areas of nutrition and health.

We expect faculty promoted to Research Full Professor to have established scholarly leadership within a field of research, to have developed a national or international reputation for that work and for that work to have had substantive impact (e.g., on the scholarly discipline, on policy and/or on practice). We expect to see sustained productivity (e.g., publications), demonstrated ability to obtain the funding needed to support their research, and evidence of excellence. We expect faculty promoted to Full Professor to be effective student research mentors. We further expect that they will have made significant contributions to professional service. The bullets below serve as a guide but are not all inclusive of the ways in which these expectations can be met.

- **Scholarship**
 - **Scholarly Products**
 - 3 publications per year as first or senior author expected as Associate Research Professor
 - Additional publications as co-author also expected
 - These publications must establish a national reputation for the faculty member
 - Journal impact factors are considered
 - **Grants.**

- 95% of salary supported from research expected as an Associate Research Professor expected (Unless an agreement is reached with the Chair for additional salary to be covered by the department for teaching.)
 - Substantial contributions to a collaborative research program, including significant and high quality contributions to scholarly reports and grant proposals
- **Teaching**
 - **Courses**
 - Strongly encouraged to teach at least 1 credit hour per academic year
 - **Mentoring/Advising**
 - Mentoring of students is expected
 - Both formal and non-formal teaching/mentoring can occur at all three levels (bachelors, masters, and doctoral)
 - Student awards, publications & presentations considered
- **Practice/Service**
 - **Department/School/UNC**
 - Member of 1 department committee
 - Member of 1 School/University committee
 - Chair of department committee, as needed
 - **Profession**
 - Member of 1 professional organization
 - Appointment to a national committee/panel/board
 - Demonstrates leadership and recognition of contributions
 - **Community/Public Service**
 - Service to both the scholarly community and local community is required (public service may occur within communities, governments, or organizations at the local, state, national, and international levels)
 - **Other**
 - Contributions to the research program need to be documented by peer and mentor evaluations that will be given considerable weight.
 - Evidence that research has stimulated work of other researchers and is able to support salary
 - Demonstrates leadership and recognition
 - Demonstrates collegiality and willingness to contribute to the success of the department and the school in a positive manner

Fixed Term: Assistant to Associate Professor Clinical (Teaching/Practice)

We expect faculty promoted to Clinical/Teaching Associate Professor to have demonstrated independence and excellence in clinical practice or in teaching, mentoring and curriculum development and to effectively promote the clinical or educational mission of the Department/School. We expect to see some evidence of their ability to grow a program and potential for clinical or curricular innovation that suggests a sustainable future and sets them on a promising trajectory for national scholarly recognition for their work. Further, we expect faculty promoted to Clinical/Teaching Associate Professor to participate in the department and stay current in their field. The bullets below serve as a guide but are not all inclusive of all the ways in which these expectations can be met.

- **Scholarship**
 - **Publications/Scholarly Products**
 - Research is not a requirement for promotion within the clinical track, but will be recognized
 - At least one presentation per year at local, state, national or international forum dealing with teaching practice, or public health
 - Documentation of practice/clinical activity
- **Teaching**
 - **Courses**
 - Primarily responsible for the preparation of documentation necessary for program accreditation
 - Major role in designing curriculum and ensuring content meets professional knowledge and performance requirements established by designated accrediting agencies
 - Demonstrated teaching excellence
 - Demonstrated ability to develop courses
 - **Mentoring/Advising**
 - Expected to advise and mentor students and be capable of serving as Chair for program papers
- **Practice/Service**
 - **Department/School/UNC**
 - Service is expected
 - Service as member of one of department's degree committees
 - **Profession**
 - Service to the academic or scholarly community is expected
 - **Community/Public Service**
 - Public service is encouraged and may occur within local communities, governmental branches, or organizations at the local, state, national, and international levels
 - **Other**
 - Sustained, demonstrated excellence in practice and teaching as well as documented service

- Show how their work has led, or is likely to lead to, improvement in the public health field, and/or the clinical practice of nutrition
- Exhibit leadership at state and local organizational levels with potential to become national leaders in their discipline
- Demonstrates collegiality and willingness to contribute to the success of the department and the school in a positive manner

Fixed Term: Associate to Full (Clinical/Teaching)

We expect faculty promoted to Clinical/Teaching Full Professor to have established scholarly leadership, to have developed a national reputation within their clinical/teaching/pedagogical specialty and for their work to have had impact on the pedagogical scholarship or practice of others (e.g., adoption of methods by others, influence the pedagogy/scholarship of others, and/or impact on practice). We expect to see sustained quality and productivity (e.g., teaching, mentoring and/or clinical practice), dissemination of their work in appropriate, high-quality venues, and demonstrated ability to grow/sustain a program that suggests a sustainable future. We expect faculty promoted to Clinical/Teaching Full Professor to be effective teachers and mentors within the university and/or within the practice setting. We further expect that they will have made significant contributions to professional service. The bullets below serve as a guide but are not all inclusive of the ways in which these expectations can be met.

- **Scholarship**
 - **Publications/Scholarly Products**
 - Research is not a requirement for promotion within the clinical track, but will be recognized
 - At least one scholarly publication or other scholarly work dealing with teaching, practice or nutritionally related public health issues per year
 - At least one presentation per year at local, state, national or international forum dealing with teaching practice, or public health
 - Documentation of practice/clinical activity
 - **Teaching**
 - **Courses**
 - Supervise the preparation of documentation necessary for accreditation and play a leading role in the design of curriculum that meets established knowledge and performance requirements
 - Demonstrated teaching excellence
 - Demonstrated ability to develop courses
 - **Mentoring/Advising**
 - Expected to advise and mentor students and be capable of serving as Chair for program papers
 - **Practice/Service**
 - **Department/School/UNC**
 - Service is expected
 - Service as member of one of department's degree committees
 - **Profession**
 - Service to the academic or scholarly community is expected
 - **Community/Public Service**
 - Public service is encouraged and may occur within local communities, governmental branches, or organizations at the local, state, national, and international levels
 - **Other**
 - Truly outstanding credentials in practice, teaching and service

- Must be internationally recognized in their field and considered leaders by peers and institutions
- Documented exceptional accomplishments in clinical practice, contributions to public health or teaching, and sustained, major contributions to the profession and society
- Clear evidence that work has led to significant improvements in the public health and clinical practice of nutrition
- Demonstrates leadership and recognition
- Demonstrates collegiality and willingness to contribute to the success of the department and the school in a positive manner