

Department of Health Policy and Management

Gillings School of Global Public Health

University of North Carolina at Chapel Hill

HPM Expectations for Promotion of Research Track Faculty

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1. Introduction

Fixed-term research track faculty members are largely funded by sources outside of the department State funds. For promotion in the research track, acquisition of PI-led grant or contract funding is one criterion and this goal will be annually reviewed with research track faculty. Consideration will also be given to leadership roles in the scientific administrations of major grants or contracts. Where possible, research projects should help support graduate students through Graduate Research Assistantships. Support of staff is also highly desirable.

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 preempt the APT manual nor the contractual terms of employment, but rather provides additional guidance that is specific to HPM research faculty members. This first section describes performance expectations of all research 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 research assistant professor to research associate professor
- Promotion from research associate professor to research professor

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

Finally, it is important to note that this document sets forth the expectations for promotion and tenure; other documents outline other departmental policies and procedures, such as annual workload expectations and contractual terms of employment (e.g. reappointment). For example, although this document sets general expectations of external funding percentages (with the exception of teaching buyouts), the department recognizes that external awards have differing start and finish dates. Research faculty are largely funded by sources other than state funds. Whenever possible, bridge funding will be provided to faculty with temporary funding shortfalls. If it appears that these funding shortfalls are large or sustained, the faculty member should explore with the Department Chair other options to round out funding such as teaching. Notably, research track faculty members who regularly teach key courses in a program's curriculum will not be expected to pursue an external funding level of 100 percent. Rather, their target will be reduced to reflect their ongoing teaching commitments.

2. Performance expectations of all research track HPM faculty members

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

- Research
 - Pursue grant and/or contract funding, to include supporting other researchers.
 - 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.
 - Maintain research advising load consistent with expectations by rank.
- Classroom teaching
 - Contribute to Department teaching mission through teaching one or more HPM courses, or, at a minimum, organizing a one credit seminar, teaching a course module, or providing multiple guest lectures annually.
 - 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.
- 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 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 to me, here is how I have funded my research, 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 researchers' 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 Research Professors should exceed that of Research Associate Professors whose performance should exceed that of Research Assistant Professors. In the first 1-2 years following appointment as Research 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 these areas is expected to be elevated.

Time in Rank

At this time, the School has no established guidelines for time in rank before being eligible for promotion; thus, the guidelines below are informed by other Departments in the School of Public Health. The guidelines represent *minimum* expected time in rank; the faculty member, mentor(s), and chair should determine when the faculty member should stand for promotion.

The review process for promotion of fixed term faculty runs, as much as possible, in parallel with the process for tenure track faculty. Different from the tenure track, research faculty are not obligated to be reviewed for promotion, but can remain at their rank indefinitely.

Promotion to Research Associate Professor: The time in rank as an assistant professor prior to promotion to the associate level is at least six years. In some cases, assistant professors may be promoted sooner if equivalent work at other institutions of similar quality to UNC-Chapel Hill has been performed. Equivalency of previous professional experience and positions will be assessed by the full professors and the department chair on a case-by-case basis. If prior positions are deemed equivalent, the chair's letter will state that promotion is not early, but rather it reflects time spent at an equivalent institution.

Promotion to Research Full Professor: The minimum time between appointment to rank of associate professor and promotion to professor is five years. Experience accrued in additional years is judged positively and can include clear national and in some cases international reputation for his/her experience evidenced by invited presentations.

The School of Public Health APT manual states that: "In truly exceptional cases, early promotion may be considered when a faculty member has met all criteria for promotion, even if the time period is shorter than normally expected. By definition, the candidate must present evidence that the rate of productivity exceeds the required

norm of performance that would ordinarily be considered at the regular interval. Requests for early promotions are scrutinized at the School and University levels and must be exceptionally well-documented.”

HPM Faculty Performance Expectations for Promotion

Promotion: Research Assistant to Research Associate Professor *							
Teaching and Advising	<ol style="list-style-type: none"> 1. Chair at least one doctoral committee, either completed or in-process. 2. Chair at least one MSPH paper committee or BSPH honor's paper. 3. Serve as a member of at least two doctoral committees (HPM or other). 4. Advise an average of at least two students (BSPH or Master's), research assistants and/or trainees per year over the past three years. 5. Contribute to Department teaching mission through teaching one or more HPM courses, or, at a minimum, organizing a one credit seminar, teaching a course module, or providing multiple guest lectures annually. 						
Research	Number of Grants	Source	% Salary	Number Peer-Reviewed Pubs	Authorship	Journal Characteristics	Presentations (Oral or Poster)
	One grant or contract as PI or site/project-PI	Federal R-series grant, government grant, foundation grant, contract, or K-award	Full salary coverage by combining teaching and external funding (60%-100% from grants, contracts)	20 by time of promotion review for Research Associate Professor	30% first or senior author (or equivalent in journals using alphabetical author listings)	High quality, high impact journals judged by discipline standards	5 by time of promotion review for Associate Professor
Service	<ol style="list-style-type: none"> 1. Professional service: Serve on at least 1 committee, either departmental, School, and/or University along with involvements in other activities expected of HPM faculty, as listed in Introduction and in IV.D.1 of APT manual. 2. Faculty engagement: Involvements in activities expected of HPM faculty, as listed in Introduction and in IV.D.1 of APT manual. 						

* These performance expectations encompass the time period prior to date of review for promotion to Research Associate Professor.

Promotion: Research Associate to Research Professor *

Teaching and Advising	<ol style="list-style-type: none"> Chair three or more doctoral committees, either completed or in-process. Serve as a member of four or more doctoral committees (HPM or other). Advise an average of two or more undergraduate and / or Master's students / or research assistants / and/or trainees per year over the past three years. Contribute to Department teaching mission through teaching one or more HPM courses, or, at a minimum, organizing a one credit seminar, teaching a course module, or providing multiple guest lectures annually. 						
Research	Number of Grants	Source	% Salary	Number Peer-Reviewed Pubs	Authorship	Journal Characteristics	Presentations (Oral or poster)
	One grant or contract as PI or site/project -PI	Federal R-series grant, government grant, foundation grant, contract, or fellowship	Full salary coverage by combining teaching and external funding (60%-100% from grants, contracts)	25 since promotion to Research Associate Professor	20% first or senior author or equivalent in journals using alphabetical author listings; 20% co-author with mentees	High quality, high impact journals judged by discipline standards	10 since promotion to Associate Professor
Service	<ol style="list-style-type: none"> 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 HPM faculty, as listed in Introduction and in IV.D.1 of APT manual. Faculty engagement: growing and substantial involvement in activities expected of HPM faculty, as listed in Introduction and in IV.D.1 of APT manual. 						

*These performance expectations are from date of promotion to Research Associate Professor and date of review for promotion to Research Professor.