

1.5.b. Matrix for Departmental Expectations for Promotion and Tenure Expectations for Promotion (Fixed Term): Associate to Full

		Research		Teaching		Service			Other
		Scholarly Productivity	Grants/Funding	Teaching	Mentoring/Advising	Department/School/UNC	Profession	Community/Public Service	
BIOS	Research	<ul style="list-style-type: none"> * 50-60 publications in total * At least 10 statistical methods papers * At least 15 health science publications * At least 5-10 first authored papers * At least 5-10 top tier publications * Must be nationally recognized and have sustained research and publication 	<ul style="list-style-type: none"> * Well funded on grants (>90%) and plays a leading role in some capacity in grants or projects 	<ul style="list-style-type: none"> * None expected 	<ul style="list-style-type: none"> * Expected to serve on dissertation committees in BIOS and in other departments 	<ul style="list-style-type: none"> * Sustained, solid contribution to departmental service; good departmental citizen 	<ul style="list-style-type: none"> * Must demonstrate sustained contributions in professional service 	<ul style="list-style-type: none"> * None expected 	<ul style="list-style-type: none"> * Reserved only for those who have demonstrated sustained achievement and outstanding character * Need to be nationally recognized
BIOS	Clinical - Teaching	<ul style="list-style-type: none"> * At least 20 (cumulative) publications and/or scholarly products (minimum of 12 must be peer reviewed publications in journals) 	<ul style="list-style-type: none"> * No major expectations, though grants related to teaching are possible and viewed positively 	<ul style="list-style-type: none"> * Demonstrated commitment to inspire colleagues and graduate students to greater achievement with respect to teaching and identification of best practices * Nationally recognized as a model or teacher of excellence in educational practice * Substantial new course development or revision of existing courses * At least 5 years of teaching experience at Associate level with minimum average teaching load of 4 courses/year (3/year if grant funding exceeds 25%, serving as the Director of Undergraduate Studies counts as 1 course/year) 	<ul style="list-style-type: none"> * Demonstrated excellence in mentoring of undergraduate (and, optionally, graduate) students; Mentorship of junior colleagues in teaching 	<ul style="list-style-type: none"> * Success in leadership roles on educational committees or task forces; good departmental citizen 	<ul style="list-style-type: none"> * Leadership roles on educational committees or task forces 	<ul style="list-style-type: none"> * None expected 	
BIOS	Clinical - Practice	<ul style="list-style-type: none"> * Clear track record of leadership in collaborative health science * Record of service as lead statistician (PI or Co-PI) for at least 2 large-scale grants/contracts * 50 – 60 scholarly products (at least 30 peer-reviewed publications) 	<ul style="list-style-type: none"> * Excellent funding on grants (>95%); Record of service as lead statistician (PI or co-PI level) for at least two large-scale grants or contracts (e.g., PI of coordinating center for a large multi-site study, lead biostatistics co-Investigator of SPORC or other center grant, biostatistical core director or equivalent) and as the statistician of record on the grant/contract application for at least one of these 	<ul style="list-style-type: none"> * None expected 	<ul style="list-style-type: none"> * Mentorship of junior colleagues in collaborative health science research 	<ul style="list-style-type: none"> * Sustained, solid contribution to departmental service; good departmental citizen 	<ul style="list-style-type: none"> * Sustained record of service to the health science community 	<ul style="list-style-type: none"> * None expected 	<ul style="list-style-type: none"> * National recognition as a leader in collaborative health science research

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EPID	Research	<ul style="list-style-type: none"> * Level of productivity in a lead role comparable to that of a tenure-track faculty * Must demonstrate a consistent record of having provided sustained research contributions (that include publication) with documented impact of their role * At least two paper per year as first or senior author * At least three papers per year as co-author * In evaluating productivity, consideration will be given to faculty rank and the overall balance of the total portfolio 	<ul style="list-style-type: none"> * All salary funds are obtained from grant or other sources of support; no salary support provided by the Department * If serving as lead instructor for a course, the department may fund a portion of their salary * PI-led grant funding is one criterion * Documentation of leadership roles in major grants or contracts (beyond project management) is required 	<ul style="list-style-type: none"> * Encouraged to contribute to the teaching mission of the department/school * Not expected to teach a course, but encouraged to give lectures and/or serve as co-instructor * Encouraged to participate in the development and grading of qualifying exams * May also serve as supervisor of student in the lab or of student's teaching or research practicum 	<ul style="list-style-type: none"> * Encouraged to mentor graduate students and serve on committees of other students as needed; may also serve as chair of a committee (with GSC approval) 	<ul style="list-style-type: none"> * Not expected to serve on department committees * Encouraged to serve on School, University committees 	<ul style="list-style-type: none"> * Encouraged to serve on national organizations committees 	<ul style="list-style-type: none"> * Faculty engagement with the public outside the transitional scholarly community is valued 	
EPID	Clinical	<ul style="list-style-type: none"> * May or may not construct a research program 		<ul style="list-style-type: none"> * Make major contributions to the teaching, service, or practice mission of the department * Demonstrated evidence of both excellence and productivity in teaching, service, or practice * If promotion based on practice : must document that their activities exceed what most faculty members do in their routine professional capacity * If promotion based on teaching: must document quality and quantity of teaching contributions, including a teaching portfolio 					
ESE	Research	<ul style="list-style-type: none"> * National or international reputation 	<ul style="list-style-type: none"> * Expected that salary is covered on grants 	<ul style="list-style-type: none"> * Give occasional lectures in courses in their areas of expertise 	<ul style="list-style-type: none"> * Advise or co-advise students, or serve on student dissertation committees 	<ul style="list-style-type: none"> * Service expectations are light * Attend faculty meetings 	<ul style="list-style-type: none"> * Significant service to the profession is expected 	<ul style="list-style-type: none"> * Public service is valued 	
HB		<ul style="list-style-type: none"> * Expected to publish in professional scientific literature (particularly those in research track); specific expectations negotiated with Chair * Recognition of leadership in one's area of expertise * Documented major roles in funded projects, often as PI or Program Director 	<ul style="list-style-type: none"> * For those on research track, expected to apply for grants as PI or co-investigator * Specific amount of funding required is negotiated with Chair * General expectation is to cover 90-95% of salary from outside sources (buyout of effort for teaching or performing significant departmental service) 	<ul style="list-style-type: none"> * Give occasional lectures in courses in their areas of expertise * Negotiated with Chair 	<ul style="list-style-type: none"> * Mentor students and more junior faculty in their areas, etc. 	<ul style="list-style-type: none"> * Attend faculty meetings 			<ul style="list-style-type: none"> * Because of the variety of appointment types and the possibility of differing job expectations it is hard to specify criteria for promotion of fixed-term faculty

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HPM	Clinical (Teaching)	* At least 5 scholarly publications or other scholarly work dealing with teaching, research, or public health * 5 presentations dealing with teaching, research, or public health		* Teach 2 or more HPM courses per year * Receive consistently outstanding peer and student evaluations * Develop and use innovative teaching techniques	* Chair 3 or more doctoral committees, either completed or in process * Chair 3 or more MSPH paper committees or BSPH honor's papers * Serve as a member of 4 or more doctoral committees (HPM or other) * Advise 4 or more undergraduate and/or Master's students and/or research assistants and/or trainees per year	* Consistent with overall School expectations, participation in professional service and faculty engagement activities are encouraged and will be favorably considered in the promotion process	* Consistent with overall School expectations, participation in professional service and faculty engagement activities are encouraged and will be favorably considered in the promotion process	* 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
HPM	Research	* 25 publications since promotion to Associate * 20% first author or equivalent; 20% co-author with mentees * High quality, high impact journals * 10 presentations (oral or poster) since promotion to Associate	* One grant of contract as PI or site/project-PI in a center grant or multi-site study since promotion to Associate * Cover 50% of salary from grants/contracts	* 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.	* 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 two or more undergraduate and/or Master's students and/or RAs and/or trainees per year	* Serve on at least 2 committees, either department, school, and/or university along with growing and substantial involvement in other activities listed in IV.D.1 of the APT manual * Mentor one or more faculty members at the Assistant or Associate level	* Growing and substantial involvement in other activities as listed in IV.D.1 of the APT manual	* Growing and substantial involvement in other activities as listed in IV.D.1 of the APT manual	* These performance expectations are from date of promotion to Associate Professor and date of review for promotion to Full Professor
MCH	Research	* An annual average of 2 or more scholarly products * For approximately half of these products, the faculty member should be first or lead author (note: supervision of a student lead author counts as first authorship)	* Generally support 80% or more of his/her salary * Demonstrate a history of funding for his/her projects and have a high probability of continued funding in the future * Currently serve as PI, Investigator, Evaluator, or in some other responsible capacity on one or more multi-year grants/contracts	* Teach one 3-credit course per year as instructor or two 3-credit courses per year as co-instructor (note: teaching may vary depending on research, practice, or administrative loads)	* Advising Master's and/or doctoral students in encouraged, but not mandatory * Encouraged to act as mentors to other MCH faculty members, but it is not required for promotion	* Encouraged to engage in service activities, but likely at lower level than tenure-track/tenured faculty	* Encouraged to engage in service activities, but likely at lower level than tenure-track/tenured faculty	* Engagement with the public outside of UNC-CH is valued and encouraged	* Because of the variety of appointment types and the possibility of differing job expectations it is hard to specify criteria for promotion of fixed-term faculty

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MCH	Clinical (Teaching / Practice)	<ul style="list-style-type: none"> * An annual average of 2 or more scholarly products * For approximately half of these products, the faculty member should be first or lead author (note: supervision of a student lead author counts as first authorship) 	<ul style="list-style-type: none"> * Generally expected to support 80% or more of his/her salary through practice or other activities (less if significant teaching responsibilities) * Demonstrate a history of funding for their teaching or practice projects and have a high probability of continued funding in the future * Currently serve as PI, Investigator, Evaluator or in some other responsible capacity on one or more multi-year projects 	<p>For faculty members emphasizing teaching:</p> <ul style="list-style-type: none"> * Leading three 3-credit courses per year or the equivalent combination of courses led or co-instructed (note: teaching may vary depending on research, practice, or administrative loads) <p>For faculty members emphasizing practice:</p> <ul style="list-style-type: none"> * Engage in classroom teaching, but to a lesser extent (determined by Chair) 	<p>For faculty members emphasizing teaching:</p> <ul style="list-style-type: none"> * Advising an average of 7-8 masters' students annually, or 5-6 master's students and one doctoral student annually, or 3-4 master's students and 2 doctoral students annually, etc. * Mentoring at least some students whom they do not advise by serving as readers for master's papers and/or serving on doctoral committees <p>For faculty members emphasizing practice:</p> <ul style="list-style-type: none"> * Engage in student mentoring, but to a lesser extent (determined by Chair) * Encouraged to act as mentors to other MCH faculty members, but it is not required for promotion 	<ul style="list-style-type: none"> * Expected to engaged in service activities 	<ul style="list-style-type: none"> * Expected to engaged in service activities 	<ul style="list-style-type: none"> * Engagement with the public outside of UNC-CH is valued and encouraged 	<ul style="list-style-type: none"> * Encouraged to mentor other MCH faculty members who are junior to themselves.
NUTR	Research	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 95% of salary supported from research expected as an Associate Research Professor * Substantial contributions to a collaborative research program, including significant and high quality contributions to scholarly reports and grant proposals 	<ul style="list-style-type: none"> * Strongly encouraged to teach at least 1 credit hour per academic year 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * Member of 1 department committee * Member of 1 School/University committee * Chair of department committee, as needed 	<ul style="list-style-type: none"> * Member of 1 professional organization * Appointment to a national committee/panel/board * Demonstrates leadership and recognition of contributions 	<ul style="list-style-type: none"> * 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) 	<ul style="list-style-type: none"> * 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
NUTR	Clinical (Teaching / Practice)	<ul style="list-style-type: none"> * 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 		<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * Expected to advise and mentor students and be capable of serving as Chair for program papers 	<ul style="list-style-type: none"> * Service is expected * Service as member of one of department's degree committees 	<ul style="list-style-type: none"> * Service to the academic or scholarly community is expected 	<ul style="list-style-type: none"> * Public service is encouraged and may occur within local communities, governmental branches, or organizations at the local, state, national, and international levels 	<ul style="list-style-type: none"> * 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

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PHLP	Determined through individual goal setting process							