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HPM Expectations for Promotion of Teaching 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 specific to HPM faculty members. This first section describes performance expectations of all teaching 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 for all HPM teaching track faculty members

All teaching track faculty members regardless of rank are expected to meet the following performance standards.

- Student advising
 - Be actively involved in student advising as described in the tables below.
- Classroom teaching
 - Teach academically rigorous and up-to-date content that reflects the distinct needs of residential and online students.
 - Use pedagogy and learning technology that reflect the distinct needs of residential and distance students.
 - Consider student feedback provided through course evaluations 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
 - Contributing to faculty governance such as conducting special studies for the department, School, or University
 - Leadership of a professional organization
 - Mentoring junior faculty
 - 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 a CAHME 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 for 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 needs improvement.

3. To prepare a career focus statement

These performance expectations are to be used 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 scholarly contributions 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 teaching track Full Professors should exceed that of teaching track Associate Professors whose performance should exceed that of teaching 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 Teaching Track Faculty

Assistant to Associate

Annual Expectations	By time of promotion, all faculty are expected to have 100% salary coverage. While faculty on the teaching track will typically achieve this coverage by teaching 15 credit hours per year, advising students, and service, some faculty will cover their salary through a combination of teaching/advising, research, service and/or administrative responsibilities (for example, serving as a program director or associate chair). Individual situations that influence promotion expectations will be addressed in the chair's letter in the promotion package.	
Teaching/Advising	Advising MSPH/BSPH Chairs Doctoral Comm. Acad. Advising	By time of review it is expected that an individual will average at least 2 advising points annually for the first three years on faculty, and 5 points annually on average in years four onward. Advising points are composed of a combination of the following specific activities: <ul style="list-style-type: none"> • Chair of doctoral committees (2 points per year, beginning in year 2 for DrPH, year 3 for PhD) • Member of doctoral committee (1 point per year) • First reader on master's paper (1 point) • Second reader on masters Paper (.5 point) • BSPH Honors paper advisor (1 point) • Academic advisor for undergraduates, Master's, first and second year PhD, and/or RAs/ on research projects, trainees (.25 points) • Lead Coach for case competition team (.5 points) <p><i>Each of the above roles is distinct. If an individual served in multiple roles for the same student, they would receive all points (for example, academic advisor and also first reader on a Masters' paper=1.25 points)</i></p>
	Teaching Load	Teach 15 credit hours (usually 5 courses) per year, unless time is covered by funding from external sources or administration activities
	Teaching quality	Receive consistently strong peer and student evaluations. Engage in other activities that enhance teaching quality. Examples include: Adapt teaching to real-time issues in health and the healthcare system, reflecting the dynamic nature of the field; maintain contacts with external stakeholders that result in student placements (internships, jobs); bring practice experience into the educational environment; identify real world issues and solutions; create student projects that contribute to health and health care improvement; Use innovative teaching techniques
Scholarship	Other evidence of scholarship	Evidence of scholarly work in the subjects taught/areas of expertise, after joining the UNC faculty. Examples might include: Creation of software, simulations, case studies, and other innovative teaching tools; Development of methodologies or processes that are used by practitioners; other types of engagement with practitioners; applied/practice based activities that meld academic focus with solving real world problems; Scholarly publications dealing with teaching, research, or public health more broadly; Other activities that illustrate expertise is recognized by the University and/or the outside community.
	Presentations	Participate on five presentations related to teaching and/or content expertise since joining HPM. Audiences may be University, local, state-wide, national, or international.

Service	Professional Service	All faculty members must share work necessary to maintain the operation of departments, School and University. Faculty members are also expected to contribute to the maintenance and growth of their profession. Faculty are expected to be involved in other activities as listed in IV.D.1 of APT manual. (see Appendix 1)
	Faculty engagement	Involvement in activities as listed in IV.D.2 and IV.D.3 of APT manual. (See Appendix 1)

Associate to Full

Annual Expectations	By time of promotion, all faculty are expected to have 100% salary coverage. While faculty on the teaching track will typically achieve this coverage by teaching 15 credit hours per year, advising students, and service (including mentoring junior faculty), some faculty will cover their salary through a combination of teaching/advising, research, service and/or administrative responsibilities (for example, serving as a program director or associate chair). Individual situations that influence promotion expectations will be addressed in the chair's letter in the promotion package.	
Teaching/Advising	Advising MSPH/BSPH Chairs Doctoral Comm. Acad. Advising	By time of review, it is expected that an individual will average at least 7 advising points per year. Advising points are composed of a combination of the following specific activities: <ul style="list-style-type: none"> • Chair of doctoral committees (2 points per year, beginning in year 2 for DrPH, year 3 for PhD) • Member of doctoral committee (1 point per year) • First reader on masters Paper (1 point) • Second reader on masters Paper (.5 point) • BSPH Honors paper advisor (1 point) • Academic advisor for undergraduates, Master's, first and second year PhD, and/or RAs/ on research projects, trainees (.25 points) • Lead Coach for case competition team (.5 points) <p><i>Each of the above roles is distinct. If an individual served in multiple roles for the same student, they would receive all points (for example, academic advisor and also first reader on a Masters' paper=1.25 points)</i></p>
	Teaching Load	Teach 15 credit hours (usually 5 courses) per year, unless time is covered by funding from external sources or administration activities
	Teaching quality	Receive consistently strong peer and student evaluations. Engage in other activities that enhance teaching quality. Examples include: Adapt teaching to real-time issues in health and the healthcare system, reflecting the dynamic nature of the field; maintain contacts with external stakeholders that result in student placements (internships, jobs); bring practice experience into the educational environment; identify real world issues and solutions; create student projects that contribute to health and health care improvement; Use innovative teaching techniques
Scholarship	Other evidence of scholarship	Evidence of scholarly work in the subjects taught/areas of expertise, since promotion to Associate Professor at UNC*. Examples might include: Creation of software, simulations, case studies, and other innovative teaching tools; development of methodologies or processes that are used by practitioners; other types of engagement with practitioners; applied/practice based activities that meld academic focus with solving real world problems: Scholarly publications dealing with teaching, research, or public health more broadly; other activities that illustrate expertise is recognized by the

		<p>University and/or the outside community.</p> <p><i>*Credit for work conducted at other universities during time in rank is to be negotiated with the chair</i></p>
	Presentations	<p>Give five presentations related to teaching or content expertise since promotion to Associate Professor. Audiences may be University, local, state, national or international.</p>
Service	Professional Service	<p>All faculty members must share work necessary to maintain the operation of departments, School and University. Faculty members are also expected to contribute to the maintenance and growth of their profession. Faculty are expected to be involved in other activities as listed in IV.D.1 of APT manual.</p>
	Faculty engagement	<p>Involvement in activities as listed in IV.D.2 and IV.D.3 of APT manual.</p>
	Mentoring	<p>Mentor one or more faculty members at the Assistant or Associate level</p>

Appendix 1

From APT manual:

D. SERVICE

Each faculty member derives benefits from the community of scholars and from the local, state, and national communities in which our School is embedded. Accordingly, each faculty member has a responsibility to work to the benefit of other members of these broader communities as well as global service. There are two broad categories of service; different faculty members may provide more of one kind than another.

1. Professional service

- a. Includes, but is not limited to, service on departmental, School and University committees, leadership in professional organizations, serving as a reviewer for manuscripts, grants, white papers and reports (such as IOM reports) and of faculty who are being considered for advancement at other institutions. Professional service may also include serving as a site visitor for accreditation visits, departmental reviews within UNC and beyond, and similar activities.
- b. All tenure-track faculty members must share work necessary to maintain the operation of departments, School and University. Furthermore, faculty members are expected to contribute to the School through efforts to improve programs and facilities. Faculty members are also expected to contribute to the maintenance and growth of their profession.
- c. Examples of professional services activities related to the departments, School, University and profession, include:
 - i. Mentoring junior faculty.
 - ii. Membership on committees of departments, School, University or within the profession.
 - iii. Other contributions to faculty governance (e.g. conducting special studies for departments, School and University; serving on Faculty Council).
 - iv. Serving in an administrative capacity for department, School, center or University (e.g. department chair, deputy chair, dean associate dean, center director).
 - v. Membership in or leadership of a professional organization.
 - vi. Serving as an editor or on editorial board of professional journals.
 - vii. Reviewing manuscripts for professional journals and/or reports for state, municipal, federal, national and international organizations.
 - viii. Participation or consultation to an accreditation or other educational review board (e.g. serving on CEPH site visit team)
 - ix. Reviewing grants for federal, local or private agencies and,
 - x. Serving on committees or advisory boards for federal, national or state organizations and national/local

2. Faculty engagement (previously called public service)

Faculty engagement includes services to the public (usually with and through communities, governments, NGOs, other organizations and the private sector) outside the formal scholarly community. Faculty engagement refers to scholarly, creative and/or pedagogical activities for the public good, directed toward persons and groups external to the University of North Carolina at Chapel Hill. Such activities (in the form of research, teaching and/or service) develop as collaborative interactions that respond to short and long-term societal needs. Engagement serves people in our state, nation, or the wider world through a continuum of academically-informed activities. Faculty whose work does not include engaged activities will not be penalized or denied tenure or promotion on those grounds. However, it is considered as part of an individual's dossier when evidence of

faculty engagement is provided. Community involvement, such as service on one's child's PTA or leadership in a civic or religious organization, while laudable, is not considered public service for purposes of appointment, promotion and tenure decisions.

3. Examples of faculty engagement include the following:

- a. Membership on or leadership of public boards, commissions, or panels where the appointment is based on the faculty member's professional expertise.
- b. Consultations with or providing technical assistance to local communities, states, nations or organizations where such consultation/technical assistance is requested because of the faculty member's professional expertise.
- c. Consultations with industry and business where such activity provides benefits for the public good.
- d. Participating in a health or environmental assessment of a community, state or nation.
- e. Designing or implementing an evaluation of a health program at a local health department.
- f. Supervision of student projects in communities and organizations where a primary result of the project is benefit to client organization.
- g. Testimony before boards, commissions or government bodies where such testimony is related directly to the faculty member's professional expertise.
- h. Preparation of studies, reports, survey or analyses which are responsive to requests from community organizations or governmental bodies and,
- i. Acting as a resource to community organizations or governmental bodies to assist them in networking with other experts or locating information sources requested by these organizations.