Department of Nutrition
Policy Document

Title: PROMOTION POLICY FOR TEACHING FACULTY

Date Approved: 6/20/2018
Date Last Review: 6/20/2018

Chair Signature: [Signature]
Promotion of Teaching Track Faculty

Policy Statement

Teaching faculty promotions are based on demonstrated contributions in teaching and service. Other factors which are important for promotion include: ethical and collegial behavior, intellectual integrity, good rapport with students and colleagues, moral probity, reliability and responsibility. Collegiality among faculty members and sharing of teaching and scientific thoughts and innovations is expected and valued. This includes teaching across disciplinary lines when practical, and engaging with all facets of the translational spectrum.

In addition to teaching, promotion criteria include service consistent with teaching track departmental norms.

Audience

This policy applies to all teaching track faculty assigned to the Department of Nutrition.

Purpose

To ensure every teaching track faculty member is fully aware of the criteria for promotion.

Roles and Responsibilities

Teaching Track Faculty – Familiarize themselves with the School’s and the Department’s promotion process and meet or exceed the performance norms for teaching track faculty.
Chair – Provide leadership and mentoring as needed to ensure equitable implementation of the policy.

-- Will provide a letter that states the candidates accomplishments related to the teaching promotion criteria. The letter will clearly delineate the basis of their promotion in regards to teaching contributions and service.

All Faculty – Provide mentoring to Teaching Track Faculty to encourage appropriate career development and opportunity for promotion.

Criteria

Teaching -- Teaching excellence is assessed through an evaluation of the currency and relevance of the content, effectiveness and efficiency of delivery, and whether students are learning how to think critically and solve problems. Among other things, innovation, adoption of course materials by others, and contributions to teaching methodology, are all supporting measures for this assessment. Evaluations by students and peers are highly valued.

Within the Department of Nutrition, Teaching Track Faculty members are expected to contribute both formal and non-formal teaching (their efforts will be focused on the teaching mission). Typically about 80% of their overall effort will be in the classroom and 20% in other activities that support the teaching mission (developing a class, accreditation documentation etc.). Time and flexibility is also considered for faculty members who are heavily engaged in accreditation documents for SACS, CEPH or ACEND.

Formal teaching duties may also include other activities related to the department’s teaching mission including course development, reporting for accreditation bodies, and program development. In addition to formal teaching, non-formal teaching is also expected which primarily includes mentoring students. Both formal and non-formal teaching can occur at all three levels (bachelors, masters, and doctoral). Teaching faculty can serve on doctoral committees, but they cannot chair them.

Service -- Service to both the scholarly community and local community is required of all faculty members as it relates to the teaching mission. Service occurs in various arenas and various ways within the School of Public Health, the University, as well as institutions and professional organizations specific to a discipline. Public service may also occur within communities, governments, or organizations at the local, state, national, and international levels. Faculty engagement with the public outside the traditional scholarly community is also valued and reviewed as part of the promotion process.

All teaching track faculty within the Department of Nutrition will be asked to serve as a department committee member during their appointment. Faculty should participate
actively and strive to serve in several different capacities over time.

**General** -- Transcending the specific criteria enumerated above, other factors which are important for promotion include; ethical and collegial behavior, intellectual integrity, good rapport with students and colleagues, moral probity, reliability and responsibility and need for the faculty member’s contributions. Collegiality among faculty members and sharing of scientific thoughts and innovations is expected and valued. This includes working across disciplinary lines when practical and engaging with all facets of the public health spectrum.

**Expectations for Teaching Designations within the Department of Nutrition**

1. **Teaching Assistant Professor** -- Initial appointments at, or promotions to, the rank of teaching assistant professor should be made only to persons who have demonstrated excellence in their field and show promise for promotion to higher ranks. In addition to teaching skills, candidates must be able to play a major role in the preparation of any documentation necessary for program accreditation. Candidates will assist in designing curriculum and ensure that all content is in accordance with applicable standards.

2. **Promotion to Teaching Associate Professor** – The time in rank as an assistant professor prior to promotion to the associate level is generally at least six years. Experience accrued in additional years is judged positively. In some cases, assistant professors may be appointed 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.

2. **Teaching Associate Professor** -- Candidates must have sustained, demonstrated excellence in teaching as well as documented service. Teaching associate professors must be able to show how their collective work has led, or is likely to lead to, improvements in teaching related to the public health field and the practice of nutrition. Candidates must also exhibit leadership at the state and local organizational levels with clear indications they have the potential to become national leaders in education for their discipline. Candidates will be primarily responsible for the preparation of documentation necessary for program accreditation. Teaching associate professors will play a major role in designing curriculum and ensuring content meets professional knowledge and performance requirements established by designated accrediting agencies.

3. **Promotion to Teaching Full Professor** – The minimum time between appointment to rank of associate professor and promotion to professor is generally five years. Experience accrued in additional years is judged positively and can include clear national, and in some cases international, reputation for his/her expertise evidenced by invited presentations or other activities and accomplishments.

3. **Teaching Professor** -- For those candidates who have truly outstanding credentials in teaching and service. Teaching professors must be nationally recognized in their field for teaching and considered leaders by peers and institutions. They must have documented exceptional accomplishments in teaching (text books, publications in pedagogy, awards) and or research (peer reviewed publications, assessment protocols, counseling
methodologies etc.), contributions to public health (development of programs, publications, research), or and sustained, major contributions to the profession and society at large through public service. Those considered for teaching professor designation must show clear evidence that their work has led to significant improvements teaching related to the field of public health and practice of nutrition. Candidates will 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.

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**Related Regulations or Policies**

Gillings School of Global Public Health Appointments, Promotions and Tenure Manual (revised May 1, 2013)

Department of Nutrition Peer Review of Teaching Policy (approved April 11, 2013)

Department of Nutrition Performance Norms (updated November 11, 2013)

- Effective Date: 8/1/2018
- Last Revised Date: 6/20/2018

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¹ Examples of accrediting organizations are the Council on Education for Public Health (CEPH) and/or the Accreditation Council for Education in Nutrition and Dietetics accreditation (ACEND)