

**Guidelines for Appointment, Reappointment, and Promotion of Fixed Term Faculty and
Annual Expectations
Department of Epidemiology
University of North Carolina at Chapel Hill**

Introduction

Fixed term faculty include appointments with the prefix-qualifier/track of **“Lecturer”, “Clinical”, “Research”, and “Professor of the Practice” (Appendix A)**. Fixed term faculty members are absolutely vital to the success of the UNC Department of Epidemiology. As the number of fixed term faculty in the department has increased, so has the need to form policies and department culture around these appointments. It is the culture in the Department of Epidemiology to appreciate the contributions of all faculty, students and staff to the mission of the Department. It is fully recognized that the combined work of individuals with different roles and talents is needed to obtain the excellence we seek. Specifications of different levels of prestige are not meaningful and are discouraged.

This document is intended to provide guidance on practices in the Department of Epidemiology relative to fixed term faculty. For Clinical track faculty, please see the departmental memo specific to that faculty designation. It is the intention that this collection and recording of norms, examples, precedent and oral history will further communication and understanding, increase transparency in departmental actions and promote career development and the fair and equitable treatment of faculty. It is often difficult to capture issues concerning academic mission, performance and achievement in concrete terms. This guidance will be adjusted and modified and should not be viewed as static or as a legal contract. This document does not supersede University or School Policies. Faculty are strongly encouraged to review the School's Appointments, Promotions, and Tenure (APT) Manual https://sph.unc.edu/files/2016/09/aa_APT-Manual_2016-2017.pdf

A. Criteria for Appointments and Promotion for Fixed Term Faculty Ranks

Most of the department's fixed-term faculty are appointed in one of two types of positions, Clinical or Research. Faculty members with research appointments provide important research services to the departments and to the School. Faculty members with clinical appointments serve the departments and the School through teaching and/or service or public health practice. Appointments and reappointments of Research Assistant Professors, Clinical Assistant Professors, or Lecturers are not reviewed by the School of Public Health Appointments, Promotions and Tenure Committee, but instead receive administrative review at the Department and by the School's human resources office and the Provost's Office. Appointments at the rank of Research Associate Professor and above are reviewed both at the Department and by the School of Public Health Appointments and Promotions Committee. Decisions about employment, including initial appointment and reappointment, remain the sole responsibility and prerogative of the Chair, in consultation with the assembled Full Professors in the department.

A. 1. Research Appointments

Education and Salary Support

Research Instructors hold a doctoral or other professional degree and typically do not have any postdoctoral experience. The expectation is that all salary funds are obtained from grant or other sources of support, and no salary support is provided by the Department.

Research Track Assistant Professors hold a doctoral or other professional degree and may have completed some postdoctoral experience. The expectation is that all salary funds are obtained from grant or other sources of support, and no salary support is provided by the Department.

Roles

Research track faculty in the department can assume varying roles. Research track faculty can provide important research support, lead their own research projects, or a mixture of these activities. Research faculty have the ability to direct their own research programs: they write their own grant proposals; they are the principal investigators of their projects; they involve (and support) graduate students in their projects; and they produce scholarly products of their PI-led research. In such cases, the criteria for appointment or promotion to the higher ranks are very similar to those for a tenure-track faculty. This level of productivity in a lead role is required of a Research Associate Professor for promotion to the Research Professor rank. Research Associate and Full Professors are expected to contribute to the department by mentoring the students in their projects including serving as chair of their committee or serving as a member on other student committees within the department and across departments in the school. To be able to be the official student committee chair, approval of the department's Graduate Studies Committee is required (see Appendix B).

Research track faculty can also provide important research services to the department and/or the School. Such services include, but are not limited to: functioning as a lead scientific administrator for research projects, assisting in writing grant proposals, assisting department faculty in carrying out funded research projects, assisting department faculty in producing scholarly research products such as journal articles, book chapters and presentations at professional meetings. In such cases to be appointed or promoted to the higher ranks, a faculty member in the research track must demonstrate a consistent record of having provided sustained research contributions (that include publications) with documented impact of their role.

Research faculty may be asked to contribute to the teaching mission of their department and/or the School. This is encouraged, but is not required. Teaching may include serving as a co-instructor or guest lecturing in a course. Where a research faculty member teaches his or her own course, high-quality teaching must be achieved. Evidence of high quality teaching should be demonstrated through student evaluations of courses, peer review of teaching, and a teaching portfolio. This contribution to teaching is greatly appreciated by the department. In cases when the faculty member serves as a lead instructor for a course, as department funding allows, a portion of their salary will be supported.

A.1.1. Description of the Process of Appointment and Re-Appointment of Research Track Faculty

Generally, Research Assistant Professors are recruited by other faculty in the department to serve a designated role in a funded research program. A position must be posted and approved prior to recruitment efforts, except in cases where the Department receives permission to waive search requirements from the Equal Opportunity Office. The faculty member who is planning to support the Research Assistant Professor constitutes a search committee.

In some instances fixed term faculty in the research track who have their own independent research program are recruited. In those instances there is no “funding faculty member” responsible for their support and the search committee is appointed by the Department Chair.

The Department Chair is presented with information on the candidate including a CV, career focus statement, and two letters of reference which are obtained according specific guidelines and meet the specifications of the Appointments, Promotion, and Tenure (APT) manual. The new faculty candidate should consult with the Department’s HR Specialist to review procedures prior to developing materials. If the new faculty member is to be funded by a faculty member in the Department, a letter from the faculty member guaranteeing salary support for at least one year and providing a summary of the candidate’s skills should also be provided. If the Department Chair decides to support the nomination, she/he will call for a vote from the Department’s assembled tenured Full Professors. This vote is a recommendation; the final decision to make the appointment is that of the Department Chair.

School policy requires that all initiate fixed-term appointments are for one year. Generally, Department of Epidemiology appointments and re-appointments are for three years for fixed term faculty whose funding profiles indicate stable funding for that time period; otherwise 1 or 2 year reappointments will be made. Re-appointments are made by the Department Chair in consultation with the assembled Full Professors. A cover memo describing accomplishments and future plans and an updated CV are required. Contracts must always be contingent on the continued availability of funds to the Department of Epidemiology from sources other than continuing state budget or permanent trust funds.

A.2. Other Fixed-Term Appointments

In addition to fixed term research appointments, fixed term faculty appointments can be made for faculty members whose focus is teaching, practice or other teaching-related activities (Appendix A). This includes the ranks of lecturer, clinical appointments and Professor of the Practice appointments. These individuals make major contributions to the teaching or practice mission of the Department of Epidemiology. They may or may not also construct a research program. These faculty will have at least a masters degree and will have the specific skills needed to meet instructional or practice needs of the department.

Clinical Appointments

Overview

The following guidelines are used for promotion and appointment in the clinical track in the Department of Epidemiology. In the department, clinical faculty will be appointed in the following categories: clinical instructor, clinical assistant professor, clinical associate professor, or clinical professor. These individuals will be primarily engaged in one or more activities: 1)

teaching, 2) service, including research service, or 3) public health practice activities. The individual will be given an initial appointment of one year, which may be renewed (reappointed) for fixed terms of one to five years. The amount of time that an individual contributes to University-related activities may vary from part-time to full-time appointments. Appointment or promotion to rank of clinical associate professor and clinical professor must be reviewed and approved by School's APT Committee.

Specific Activity Areas

Teaching

Faculty with clinical appointments may teach courses, direct teaching programs, supervise student field work, and provide other important teaching-related activities.

Research

Faculty with clinical appointments may contribute to the Department's and University's research enterprise by leading or facilitating the research activities of the department. These activities may include but are not limited to: leading or assisting in writing grant proposals, leading or assisting department faculty and research teams in carrying out funded research projects, directing research support infrastructure and service, and leading or assisting in producing scholarly research products.

Practice/Service

Faculty with clinical appointments may also contribute to public health practice. They may lead or assist with the development of new programs, policies, and applied knowledge which has impact on health of the public. Faculty may also provide leadership for important support service for departmental, school, and university infrastructure and systems.

Promotion

Faculty with clinical track appointments may be engaged in multiple activities including research service, teaching, and public practice. In order to be promoted they must show a record of accomplishment in at least one of the areas as outlined below (also see Appendix 1).

In order for faculty with clinical appointments to be appointed or reappointed to the rank of clinical associate professor or clinical professor (as appropriate), it must be demonstrated that the candidate is in a leadership role in fulfilling important teaching, service, or practice needs of department and/or the School. To document excellence scholarly products related to teaching, service, or practice are expected. Time in current rank alone is not sufficient for appointment to the rank of, or reappointment at a higher rank in the clinical track. The successful candidate must consistently show high quality performance as defined below.

Teaching

High quality, innovative teaching is demonstrated through student evaluations of courses, peer-review of teaching, published works, and other academic products related to teaching, acquisition of funding related to enhancing teaching programs/courses, integration of innovative pedagogical concepts and methods into teaching, and teaching awards.

Research

High quality, innovative research service is demonstrated through leadership or major contributions to the Department's and/or School's research infrastructure and service such as directing research support or core facilities. For clinical faculty, research service does not

necessarily need to yield authorship on scientific publications or principal investigator status on grants or contracts.

Practice/Service

High quality, innovative public health practice is demonstrated through leadership in the development of new practice products, programs, or policies that have been (or are being) disseminated and/or implemented. Leadership in practice can be demonstrated through engagement and interaction with public health practitioners, published works and other academic products related to public health practice, trainings, workshops and workforce development initiatives addressing the needs of public health practitioners, and initiatives that facilitate informed access and use of epidemiologic data by public health practitioners. Leadership for important support service for departmental, school, and university infrastructure and systems is demonstrated through scholarly products, development of new services, awards, national or international committees, acquisition of support services funding, and contribution to the research enterprise.

B. Process for the Promotion of Fixed Term Faculty

Promotions to the rank of Research or Clinical Associate Professor and above are reviewed both at the Department and by the School of Public Health Appointments and Promotions Committee. It is important to emphasize that decisions regarding the promotion of fixed term faculty members are separate from decisions regarding the initial employment of such individuals.

Each faculty member is expected to develop a promotion portfolio using the APT manual and by contact the Department's HR specialist for the most current materials and formats for appointments and promotions. The Chair and Associate Chair will provide guidance on developing this portfolio.

The review process for promotion of fixed term faculty runs, as much as possible, in parallel with the process for tenure track faculty. Negative decisions on promotion may occur at the department level or at the School level.

After consultation with the assembled tenured Full Professors, the Chair forwards his/her recommendation to the Dean (via the Department of Epidemiology Human Resources Office). After review and approval by the appropriate university offices and committees, the Office of the Executive Vice Chancellor and Provost will send the faculty member a formal appointment letter.

The basic criteria for promotion from research assistant to associate and research associate to full are presented in Appendix C. Criteria for clinical-track faculty are in Appendix D. Please note that these are general criteria and there is expected to be some variability in a faculty's portfolio and this is taken into account in the departmental and school review.

B.1. Preparation of materials for promotion of fixed term faculty

The promotion of a research track faculty requires demonstrated evidence of both excellence and productivity in research. Promotion of clinical track faculty requires demonstrated evidence of both excellence and productivity in teaching, service or practice. If the promotion is based on practice, candidates must document that their activities exceed what most faculty members do

in their routine professional capacity. If the promotion is based on teaching both the quality and quantity of the teaching contributions should be described in the promotion packet.

See the APT Manual (March 2015) for the main contents of an appointment package for a fixed-term position. Acceptable documentation for evidence of excellence and productivity that can be used to support a recommendation for promotion to Research Associate Professor or to Research Professor in the fixed term track is presented in the APT Manual.

Only those faculty members in the fixed term track whose promotion is based on excellence in teaching are required to prepare a Teaching Portfolio in which they **must fully document not only their contribution to teaching, but also its excellence. For all others, documentation of any teaching contributions (classroom, advising) should still be included to document their contribution to the Department's and School's teaching mission.**

C. Timing of promotion reviews for fixed term faculty

The timeline for promotion review within the fixed term research track is similar to that described for tenure track faculty (see Section V.B. of the SPH APT Manual). However, 1-year advance notice of reappointment or promotion is not required for fixed-term faculty members. Research Assistant Professors typically are considered for promotion to Research Associate Professor at the beginning of the 6th year as Research Assistant Professor. However, different from the tenure track, Research Assistant Professors are not obligated to be reviewed for promotion, but can remain at the Research Assistant Professor rank indefinitely. Research Associate Professors generally are considered for promotion to Research Professor at the beginning of the 5th year as Research Associate Professor. As with the tenure track, truly outstanding individuals may be considered for early promotion. In addition, prior time in rank at outside institutions may be considered in the timeline for appointment and promotion recommendations. As in the tenure track, fixed term Research Professors are reviewed every 5 years. However, the Research Professors reviews take place only at the departmental level.

D. Funds for salary support

Appointments and reappointments are made to the fixed-term research track only when funds to support salary have been identified for the length of the term. Occasionally it may happen that salary support is not available as planned. When only partial funding is available, the faculty member may continue to work at the reduced level of effort for which funding is available, only after permission to do so has been obtained from the Department Chair. Shortfalls in support of fixed-term research track faculty will not result in supplementation of salary with Department funds.

E. Annual Departmental Expectations

The Department of Epidemiology has established specific benchmarks that represent annual expectations to advance in the research track in a fashion similar to tenure-track faculty. Because research track faculty in epidemiology do not typically undertake significant teaching and advising (e.g., lead instructor and student committee chair) the emphasis is on research products. However, for professional development and for as engaged faculty members, minimal participation in classroom and student mentoring is encouraged. These are described below.

E.1. Research Support

As indicated above, fixed-term research track faculty are funded by sources outside of the department State funds. For promotion in the research track demonstration of leadership roles in major grants or contracts (beyond project management) is one criterion and this goal will be annually reviewed with research track faculty. Documentation of leadership roles beyond usual project management is required.

Where possible, research projects should help support graduate students through Graduate Research Assistantships. Support for staff is also highly desirable. In preparing grant budgets faculty should consult with the Department's fiscal manager to consider appropriate staff support. Although not mandatory priority serious consideration should be given to submitting the grant through the department.

E.2. Scholarly Publications

Each member of the research track faculty is expected to publish **at least two** papers per year as first author or lead/senior author in the peer-reviewed scientific literature, excluding book chapters, letters, and symposium proceedings. It is important that a notation is included for the senior author-led articles (not listed as first author) to inform those reading your annual report or curriculum vitae. Scholarly products that may take form of patents, software, databases, and digital media that are peer-reviewed and represent a major contribution to the field can also be considered in the evaluation of scholarship.

Research track faculty are also expected to publish **at least three** papers as co-author in the peer-reviewed scientific literature. Thus, a total of at least five papers per year is expected.

In evaluating the yearly publication output, consideration will be given to faculty rank and the overall balance of the total portfolio. For example, new Research Assistant Professors may have an initial period of lesser productivity until a research base is established, while Research Associate and Full professors would have a larger research base and would be expected to exceed the benchmarks. Evaluation for faculty in leadership roles in project administration, applied, or practice activities will still require demonstration of scholarly products but the targets may be adjusted to meet specific faculty goals.

E.3. Teaching

Research track faculty are not expected to teach a course. However it is recognized that lecturing and perhaps serving as a co-instructor would benefit not only the department but also the faculty member for their future professional development. Research track faculty are encouraged to give at least one guest lecture per year. They may also participate in the development and grading of qualifying exams in the department. They may also demonstrate teaching by serving as the supervisor of a student in the lab, or of a student's teaching or research practicum.

E.4. Advising and Mentoring

Research track faculty are also encouraged to contribute to the mission of the department through student advising is desirable. For Research Assistant Professors, student mentoring and serving on student committees is discussed with the Department Chair and balanced with

the overall role of the individual faculty. Research faculty at the level of Associate and Full Professors may serve as the chair of a committee if they meet the criteria developed by the Graduate Studies Committee (Appendix B).

E.5. Service to Department, School, and Discipline

Research track faculty are not required to serve on department committees but they are encouraged to serve on School, University and national organizations committees to enhance their professional careers. The department's Graduate Studies Committee does include the opportunity for fixed-term faculty membership. In addition, faculty engagement with the public outside the traditional scholarly community is be valued. Faculty "engagement" refers to scholarly, creative or pedagogical activities and includes services to the public (usually with and through communities, governments, NGOs, other organizations and the private sector) outside the formal scholarly community. Examples of faculty engagement can be found in the SPH APT manual (page 17):

https://sph.unc.edu/files/2016/09/aa_APT-Manual_2016-2017.pdf

E.6 Mentoring, Faculty Development, and Yearly Review

Faculty mentoring and development is an important goal of the Department. The Department is greatly invested in the success of its faculty, both tenure and fixed-term, to meet its responsibility to the members of its community and as a means to achieving its mission. For the development of its faculty the Department draws on its own resources and on those of the School and the University. The primary responsibility for mentoring and the facilitation of the career development of faculty rests with the Chair, supported by senior faculty and the department's mentoring program (see department faculty mentoring memo). The Chair is accessible to members of the faculty for advice and consultation at the initiative of faculty. A structured review session of faculty development and performance by the Chair takes place on an annual schedule (or more frequently if required), based on an annual review prepared by faculty. All faculty are expected to participate in the annual review meeting with the Chair. Comments are provided by the Chair in response to this review, which also serves as an element for recommendations for salary raises. In addition, all Assistant Professors are expected to identify a specific mentoring committee with at least one senior faculty from the Department of Epidemiology and are expected to meet with this group once a year (before the annual review with the Chair). A designated chair of the mentoring group will be asked to submit a brief report of the meeting to the Department Chair prior to the annual review with the Chair. This report will also be used in the annual review discussion with the Departmental Chair.

APPENDIX A*

Non Tenure Track, Fixed Term Appointments in the School of Public Health

Faculty members in fixed-term ranks described below provide important instruction, services and activities to departments and to the School. Because fixed-term contracts are of finite duration, employing faculty in these ranks gives departments and the School flexibility that is not possible with tenure-track appointments. Departments may employ fixed-term faculty when it is appropriate to do so.

1. Lecturer

Appointment to lecturer rank may be made for a fixed term of one to five years. The following guidelines and policies apply to lecturer appointments.

- a. The individual primarily will be engaged in teaching activities
- b. Appointments may be renewed (reappointed) for fixed terms of one to five years
- c. The individual may not acquire tenure by virtue of initial appointment or reappointment to lecturer rank
- d. Amount of time an individual contributes to University-related activities may vary from part-time to full-time appointments.

Senior Lecturer

This fixed-term rank is appropriate for a lecturer who has rendered long and distinguished service to the University, evidenced by such distinctions as awards for teaching or service. Because of the level of distinction conveyed by this rank, an appointment term of five years should be considered.

Master Lecturer

This fixed-term rank is appropriate for a lecturer who has a minimum of six consecutive years' full-time service as a Senior Lecturer, or, if the candidate is from another institution and identified in a national search, six consecutive years of full-time service as a Senior Lecturer or faculty equivalent elsewhere. A Senior Lecturer may not be promoted to the rank of Master Lecturer until six consecutive years of 1 FTE service at the rank of Senior Lecturer have elapsed. A Lecturer is not eligible to be promoted directly to the rank of Master Lecturer. A Master Lecturer candidate must provide demonstrable evidence of distinguished teaching and distinguished service to the appointing department, beyond that which is expected of a Senior Lecturer, in accordance with standards defined by the unit in which the candidate is promoted. For documentation needed, please go to: <http://academicpersonnel.unc.edu/files/2012/03/Standard-Order-Table-Fixed-Term-Salaried-Permanent-Appointments-4.10.13.pdf>; Standard Order Table: Fixed Term Salaried Appointments

2. Clinical appointments

This category includes: clinical instructor, clinical assistant professor, clinical associate professor and clinical professor. The following guidelines and policies apply to clinical appointments.

- a. The individual will be engaged in one or more of the following activities:
 - i. Teaching
 - ii. Practice or service

- iii. Supervising/mentoring students in clinical or field settings.
- b. The individual may be given an initial appointment of one to five years, which may be renewed (reappointed), for fixed terms of one to five years.
- c. The individual does not have and may not acquire tenure by virtue of initial appointment or reappointment to a clinical rank.
- d. The individual may be promoted within clinical ranks based on appropriate criteria specified in this manual (see Section IV. A., below)
- e. Amount of time that an individual contributes to University-related activities may vary from part-time to full-time appointments.
- f. Appointment or promotion to rank of clinical associate professor and clinical professor must be reviewed and approved by School's [APT Committee](#).

3. Research appointments

This category includes: research instructor, research assistant professor, research associate professor and research professor. The following guidelines and policies apply to research appointments,

- a. The individual will be engaged primarily in research activities.
- b. He or she may be assigned as primary instructor of a course, may co- teach a course, or may be invited to give guest lectures in courses.
- c. The individual may be given an initial appointment of one to five years, and may be reappointed for a fixed term of one to five years.
- d. The individual does not have and may not acquire tenure by virtue of initial appointment or reappointment to the research ranks.
- e. The individual may be promoted within research ranks based on appropriate criteria specified in this manual (see Section IV. B., below). Section VI provides information about the steps that a research track promotion must undergo.
- f. Amount of time that an individual contributes to University-related activities may vary from part-time to full-time appointments.
- g. Appointment or promotion to the rank of research associate professor or research professor must be reviewed and approved by the School's APT Committee.

4. Professor of the Practice appointments

a. The practice category applies only to professor of the practice. An appointment in this fixed-term category requires prior approval from the dean. Professor of the practice is intended to match more accurately than any existing fixed-term designations the nature and scope of the mission for outstanding senior individuals who are field- specific experts from outside academia whom we may occasionally attract to campus. Such individuals generally are successful professionals in their particular fields, and whose contributions to teaching, research or service upon joining the University community have their foundation in prior non-academic achievements. Hence, the existing fixed-term prefix modifiers (clinical and research) are either inaccurate or may fail to capture an individual's expected responsibilities or seniority of the individual.

b. Professor of the practice designations generally have an associated field identifier in the title, such as Professor of the Practice of Public Health or a specific discipline, such as Professor of the Practice of Biostatistics. In some cases, the field designator may be crafted to recognize interdisciplinary interests, such as a Professor of the Practice of Health Communications. The professor of the practice designator should be used primarily to facilitate recruitment of (and

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recognize) senior individuals to the School for specified periods of time. The individual may be given an initial appointment of one to five years and may be reappointed for fixed terms of one to five years.

c. The professor of the practice title does not replace existing fixed-term designators. Professor of the practice may not be used for individuals on the tenure-track whose basis for promotion or tenure is practice.

* From the School's Appointments, Promotions, and Tenure (APT) Manual
https://sph.unc.edu/files/2016/09/aa_APT-Manual_2016-2017.pdf

APPENDIX B

Criteria for Research Track Faculty to Serve as Student Committee Chair

Recommended criteria to be considered in determining an exceptional appointment of research track faculty to serve as a “regular” member on the Graduate Faculty and be eligible to chair a student committee.

1. Demonstrated ability to serve as a mentor and be an advisor to doctoral students, based on successful advising of at least two students in the Department of Epidemiology, UNC at Chapel Hill. Mentoring includes working on a masters or dissertation project and research preceptorship on other projects.
2. Familiarity with the doctoral training process in the Department, including its administrative and procedural elements.
3. Having served on at least four doctoral committees in the Department, two of which must have completed the doctoral candidate’s dissertation defense.
4. Demonstrated ability to successfully engage, collaborate with and negotiate with peers on the faculty.

Appendix C

Expectations for Promotion of Fixed-Term Faculty (Research)

Promotion from Assistant Professor to Associate Professor (Research)

1. Research

- Scholarly Productivity
 - Demonstrate evidence of both excellence and productivity in research. This should include 2 papers per year as first or last author or a leadership role in a high impact paper.
 - 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
- Grants/Funding
 - 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
 - Documentation of leadership roles in major grants or contracts (beyond project management) is required

2. Teaching

- Teaching
 - 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
- Mentoring/Advising
 - Engagement with student advising
 - At Associate professor level, encouraged to mentor one graduate student/year and serve on committees of other students as needed; may also serve as chair of a committee

3. Service

- Department/School/UNC
 - Not expected to serve on department committees
 - Encouraged to serve on School, University committees
- Profession
 - Encouraged to serve on national organizations committees
- Community/Public Service
 - Faculty engagement with the public outside the traditional scholarly community

Promotion from Associate Professor to Full Professor (Research)

1. Research

- Scholarly Productivity
 - Level of productivity that reflects sustained research excellence in a lead role
 - 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
- Grants/Funding
 - 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

2. Teaching

- Teaching
 - 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
- Mentoring/Advising
 - 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)

3. Service

- Department/School/UNC
 - Not expected to serve on department committees
 - Encouraged to serve on School, University committees
- Profession
 - Encouraged to serve on national organizations committees
- Community/Public Service
 - Faculty engagement with the public outside the traditional scholarly community is valued

Appendix D

Expectations for Promotion of Fixed-Term Faculty (Clinical)

Promotion from Assistant Professor to Associate Professor (Clinical)

1. Research

- Scholarly Productivity

→ May or may not lead a research program.

→ Documentation of excellence in practice of teaching, practice, or service through at least 2 publications and/or scholarly products.

→ For at least one of these products, the faculty member should be the lead or first author.

→ At least one presentation per year at local, state, national or international forum dealing with teaching practice, or public health

- Grants/Funding

→ Funding from the department will be provided for teaching of relevant departmental courses. Funding for other teaching, or research or service activities must be obtained elsewhere.

2. Teaching

- Teaching

→ Make major contributions to the teaching or practice mission of the department

→ Demonstrated evidence of both excellence and productivity in teaching through student evaluations, awards, use of innovative teaching methods, scholarly products and other accomplishments.

→ If promotion based on practice: must document that their activities exceed what most faculty members do in their routine professional capacity.

→ Demonstrated evidence of both excellence and productivity in practice or service through awards, scholarly products and other accomplishments.

- Mentoring/Advising

→ Clinical faculty may serve on student committees.

3. Service

- Department/School/UNC

→ Not expected to serve on department committees but expected to attend faculty meetings and retreat.

→ Encouraged to serve on School, University committees

- Profession

→ Encouraged to engage in professional service activities

- Community/Public Service

→ Engagement with the public outside of UNC-CH is valued and encouraged

→ If promotion is based on service, evidence of leadership for important support service for departmental, school, and university infrastructure and systems.

Promotion from Associate Professor to Full Professor (Clinical)

1. Research

- Scholarly Productivity

→ May or may not lead a research program.

→ Documentation of excellence in practice of teaching or practice through at least 5 publications and/or scholarly products.

→ For at least one of these products, the faculty member should be the lead or first author.

→ At least one presentation per year at local, state, national or international forum dealing with teaching practice, or public health

- Grants/Funding

→ Funding from the department will be provided for teaching of relevant departmental courses. Funding for other teaching, or research or service activities must be obtained elsewhere.

2. Teaching

- Teaching

→ Make major contributions to the teaching or practice mission of the department

→ Demonstrated evidence of both excellence and productivity in teaching through student evaluations, awards, use of innovative teaching methods, scholarly products and other accomplishments.

→ If promotion based on practice: must document that their activities exceed what most faculty members do in their routine professional capacity.

→ Demonstrated evidence of both excellence and productivity in practice through awards, scholarly products and other accomplishments.

- Mentoring/Advising

→ Clinical faculty may serve on student committees.

3. Service

- Department/School/UNC

→ Not expected to serve on department committees but expected to attend faculty meetings and retreat.

→ Encouraged to serve on School, University committees

- Profession

→ Encouraged to engage in professional service activities

- Community/Public Service

→ Engagement with the public outside of UNC-CH is valued and encouraged

→ If promotion is based on service, evidence of leadership for important support service for departmental, school, and university infrastructure and systems.

4. Other

→ Truly outstanding credentials in practice, teaching or service

→ Must be nationally/internationally recognized in their field and considered leaders by peers and institutions

→ Documented exceptional accomplishments in contributions to public health practice, Teaching, or service