

## **Expectations for Promotion and Tenure in Environmental Sciences and Engineering**

This document describes expectations for promotion and tenure in the Department of Environmental Sciences and Engineering (ESE). The discussion is based on historical decisions in ESE and is not meant to preclude hiring, promotion and tenure decisions based on forms of scholarship that would be new to ESE. This document is intended to supplement specific provisions of the Appointments, Promotions and Tenure (APT) Manual of the Gillings School of Global Public Health, as revised February 2019 ([https://sph.unc.edu/files/2018/01/APT-Manual\\_2017-08-22.pdf](https://sph.unc.edu/files/2018/01/APT-Manual_2017-08-22.pdf)).

ESE is a multi-disciplinary department; our faculty have backgrounds in the life and health sciences, physical and natural sciences, engineering and, to a lesser extent, social sciences. Each of these major categories has its own professional culture, with different norms by which scholarship and professional development are judged. Within each category there are multiple sub-disciplines represented, and many of our faculty are involved in interdisciplinary scholarly activity. Such activity may be manifested as collaborative research with experts in other disciplines or expertise held by an individual in what could be considered more than one discipline. Therefore, our promotion and tenure decisions must be made with the individual's professional context in mind. Overall, decisions regarding promotion and tenure in the Department are considered on a case-by-case basis using a weight-of-evidence approach.

Although we consider each individual faculty member's background and professional context in our deliberations, we also consider departmental norms with respect to work load. For example, an individual's teaching and advising load relative to the average teaching and advising load in the Department is considered when conducting evaluations for promotion and tenure. In some fields, our typical teaching load might seem light (because peers at other institutions are more engaged in undergraduate teaching), while in others our teaching load might seem heavy. Such differences between ESE and programs at other institutions are often revealed in evaluations from external reviewers.

Finally, we take into consideration faculty job responsibilities, which differ for tenure-track, research, teaching and clinical faculty. While responsibilities and types of scholarship differ, all types of faculty play a central role in the department and are expected to develop scholarly leadership. For example, promotion to the full professor level requires a national and/or international reputation for scholarship. In the case of teaching faculty, that reputation may have been earned for pedagogical innovations that have been shared via presentation and/or publication and have been adopted by others. In the case of clinical faculty, a national or international reputation may be earned for the development and evaluation of methods that are adopted by others and facilitate effective evidence-based environmental, engineering, or public health practice.

Excellence in scholarship is a major factor in decisions regarding hiring, promotion and tenure. Effective teaching and/or mentoring of students is also expected. In addition, we have increasing expectations for service with increasing faculty rank. We also anticipate that all faculty will contribute to a positive culture of the Department. In general, the criteria for excellence in scholarship outlined in the School's APT Manual apply to our decisions. The APT Manual section

on teaching is also a valuable guide. For these reasons, faculty members are encouraged to read the manual carefully. The following guidelines are used for promotion and/or tenure.

### **Tenure Track: Assistant to Associate:**

We expect faculty promoted to Associate Professor with tenure to have demonstrated productivity and independence in research and effectiveness in teaching. We expect to see evidence of a research trajectory that indicates promise for further promotion (i.e., promise for the development of scholarly leadership and a national/international reputation for scholarly impact). Further, we expect faculty promoted to the Associate Professor level with tenure to have provided service within the department and to their professional societies. The bullets below serve as a guide but are not all inclusive of the ways in which these expectations can be met.

- **Scholarship**
  - **Publications/Scholarly Products:**
    - Quality and impact of research and research productivity are expected to be on par with peers at a similar career stage at comparable institutions
    - Letters of evaluation from external reviewers are the most important means to assess this
    - 2-3 peer reviewed publications per year where candidate or their student is first author is typical, but varies with discipline. Publications should include top journals (discipline specific) covering the particular research subject in question
    - By the time of promotion, the candidate and their students should demonstrate active participation in their scholarly community through presentations at national or international forums
  - **Grants**
    - Record of research, applications, and awarded grants suggest long term ability and commitment to gain support for research
    - At least one research grant as PI from national or international organization
- **Teaching**
  - Success/improvement in teaching as measured in part by teaching evaluations. Typically 1 – 2 courses/year after the first year.
  - Advise approximately 5 graduate students per year (mentoring of undergraduate and post-doctoral researchers is also valued). within a few years of initial appointment.
  - Graduate at least 1 PhD student by time of evaluation, with evidence that there are others in the pipeline
  - Department seeks feedback on candidate's mentorship from his/her former students.
- **Practice (Service):**
  - **Department/School/UNC**

- Participate in faculty meetings and other Department-wide activities (such as our in-house seminar program), and contribute ideas to improve the fulfillment of the Department's mission.
- Good departmental citizen.<sup>1</sup>
- **Profession:**
  - Professional service such as serving as a reviewer for journals and funding agencies as well as participation in professional organizations is expected
- **Community/Public Service:**
  - Valued and encouraged, but not weighted as highly as scholarship and teaching

### **Tenure Track: Associate to Full:**

We expect faculty promoted to Full Professor to have established scholarly leadership within a field of research, to have developed a national and/or international reputation for that work and for that work to have had substantive impact (e.g., on the scholarly discipline, on policy and/or on practice). We expect to see sustained productivity (e.g., publications), demonstrated ability to obtain the funding needed to support their research, and evidence of excellence. We expect faculty promoted to Full Professor to be effective and willing teachers and mentors. We further expect that they will have made significant contributions to service, within the Department and UNC, to their profession and to the public. The bullets below serve as a guide but are not inclusive of all the ways in which these expectations can be met.

- **Scholarship**
  - **Publications/Scholarly Products:**
    - Quality and impact of research and research productivity are expected to be on par with peers at a similar career stage at comparable institutions.
    - Letters of evaluation from external reviewers are the most important means to assess this.
    - Publications should include top journals (discipline specific) covering the particular research subject in question.
    - National and/or international recognition for his/her research is expected.
    - Quality publications, demonstrated or potential impact, and increased rate of publication of senior-authored works.
  - **Grants**
    - Sustained record of external funding
- **Teaching**
  - Teach approximately two courses per year. Expected teaching load can be different, depending on the balance of other contributions. Indicators of success in teaching and mentoring students (e.g., course evaluations) are considered
  - Advise on average approximately 5 graduate students per year (mentoring of undergraduate and post-doctoral researchers is also valued)

- Department seeks feedback on candidate's mentorship from his/her former students
- **Practice (Service)**
  - **Department/School/UNC**
    - Good departmental citizen.<sup>1</sup>
    - Significant contributions to the success of the Department, School and/or University, e.g., committee service, advising of non-research students, are expected.
  - **Profession**
    - Significant service to the profession is expected (e.g., editor, conference chair, committee service, professional society leadership. etc).
  - **Community/Public Service**
    - Engagement in public service is encouraged.

#### **Fixed Term: Assistant to Associate Professor (Research):**

We expect faculty promoted to Research Associate Professor to have demonstrated research productivity and quality. We expect to see a degree of research independence and collaboration that enables their research contributions and salary to be sustainably supported and indicates a trajectory toward external recognition for their work. The expectation for teaching is met via occasional lectures in courses and service on student committees. Faculty promoted to the Research Associate Professor level are expected to participate in the department and remain current in their field. The bullets below serve as a guide but are not inclusive of all the ways in which these expectations can be met.

- **Scholarship**
  - **Publications/Scholarly Products:**
    - Evidence of excellence and productivity generally measured through publications. 2-3 peer reviewed publications per year where candidate or their student is first author is typical, but varies with discipline.
    - Active participation in a scholarly community, including with presentations at national or international forums.
  - **Grants**
    - Evidence of independence; some grants as PI or co-PI.
    - Salary is covered on grants.
- **Teaching**
  - Occasional lectures in courses in their areas of expertise.
  - Advise or co-advise students or serve on dissertation committees.
- **Practice (Service)**
  - **Department/School/UNC**
    - Good departmental citizen.<sup>1</sup>
    - Attend faculty meetings.
    - Present a seminar in the ENVR 400 series.

- **Profession:**
  - Professional society participation encouraged.
- **Community/Public Service**
  - Public Service is encouraged.

#### **Fixed Term: Associate to Full (Research)**

We expect faculty promoted to Research Full Professor to have established scholarly leadership within a field of research, to have developed a national and international reputation for that work and for that work to have had substantive impact (e.g., on the scholarly discipline, on policy and/or on practice). We expect to see sustained productivity (e.g., publications), demonstrated ability to obtain the funding needed to support their research, and evidence of excellence. We expect faculty promoted to Full Professor to be effective student research mentors. We further expect that they will have made significant contributions to professional service. The bullets below serve as a guide but are not all inclusive of all the ways in which these expectations can be met.

- **Scholarship**
  - **Publications/Scholarly Products:**
    - National or International Reputation.
  - **Grants**
    - Expected that salary is covered on grants, including a record of success as PI.
- **Teaching**
  - Give occasional lectures in courses in their areas of expertise.
  - Advise or co-advise students, or serve on student dissertation committees.
- **Practice (Service):**
  - **Department/School/UNC**
    - Good departmental citizen.<sup>1</sup>
    - Attend faculty meetings.
  - **Profession:**
    - Demonstrated professional leadership.
  - **Community/Public Service**
    - Public Service is valued.

#### **Fixed Term: Assistant to Associate (Clinical/Teaching)**

We expect faculty promoted to Clinical/Teaching Associate Professor to have demonstrated independence and excellence in clinical practice or in teaching, mentoring and curriculum development and to effectively promote the clinical or educational mission of the Department/School. We expect to see some evidence of their ability to grow a program and potential for clinical or curricular innovation that suggests a sustainable future and sets them on a promising trajectory for national scholarly recognition for their work. Further, we expect faculty promoted to Clinical/Teaching Associate Professor to

participate in the department and stay current in their field. The bullets below serve as a guide but are not all inclusive of all the ways in which these expectations can be met.

- **Scholarship**
  - **Publications/Scholarly Products:**
    - By the time of promotion, candidate should have begun to present their scholarly products (innovations in pedagogy, research or practice) in appropriate high-quality venues.
    - Active participation in their scholarly community through presentations at national or international forums (e.g., regarding innovation in teaching, practice, or research).
  - **Grants/Funding**
    - No major expectations, though grants are possible and viewed favorably
- **Teaching/Clinical Practice**
  - Demonstrated excellence in clinical practice or teaching and curriculum development (through multiple peer evaluations, student evaluations and/or teaching awards). At least six years of clinical practice or teaching experience at the level of instructor, lecturer, teaching/clinical assistant professor, or the equivalent.
  - Demonstrated excellence in mentoring or demonstrated excellence as exemplified but not limited to serving as a member of graduate and undergraduate committees
  - Demonstrated ability to grow/sustain a quality teaching or clinical program.
  - A typical teaching load would be 4 classes per year.
- **Practice (Service):**
  - **Department/School/UNC**
    - Sustained service on educational committees and/or task forces at the departmental, school, or university level.
    - Present a seminar in the ENVR 400 series.
    - Good departmental citizen.<sup>1</sup>
  - **Profession:**
    - Service in promoting the practice of teaching or other professional service as relevant.
  - **Community/Public Service**
    - None expected.

#### **Fixed Term: Associate to Full (Clinical/Teaching)**

We expect faculty promoted to Clinical/Teaching Full Professor to have established scholarly leadership and reputation beyond the department and school. We expect their work to have had impact on the pedagogical scholarship/practice or teaching of others (e.g., adoption of methods by others, influence the pedagogy/scholarship of others, and/or impact on practice). We expect to see sustained quality and productivity (e.g., teaching, mentoring and/or clinical practice), dissemination of their work in appropriate, high-quality venues,

and demonstrated ability to grow/sustain a program that suggests a sustainable future. We expect faculty promoted to Clinical/Teaching Full Professor to be effective teachers and mentors within the university and/or within the practice setting. We further expect that they will have made contributions to professional service. The bullets below serve as a guide but are not all inclusive of the ways in which these expectations can be met.

- **Scholarship**

- **Publications/Scholarly Products:**

- Quality and impact of scholarship is expected to be on par with clinical/teaching faculty at a similar career stage at comparable institutions. Examples of scholarship include pedagogical innovation, innovative clinical or community programs, fundamental or applied research.
    - Letters of evaluation from external reviewers are the most important means to assess the quality and impact of scholarship.
    - Scholarly products disseminated through high-quality venues (including but not limited to journals) appropriate for the specialty
    - Scholarly recognition for his/her teaching/pedagogical/clinical advances beyond the department and school.
    - Demonstrated or potential impact on scholarship or practice
    - Ability to garner support for clinical/teaching program through enrollment growth.

- **Grants/Funding**

- No major expectations, though grants are possible and viewed favorably

- **Teaching**

- Demonstrated excellence in clinical practice or teaching and curriculum development.
  - Demonstrated excellence in mentoring of students
  - Leadership in advancing the teaching design and practice of others
  - Mentorship of junior colleagues in teaching and/or practice
  - A typical teaching load would be 4 classes per year.

- **Practice (Service):**

- **Department/School/UNC**

- Significant contributions to the success of the Department, School and/or University, including committee service.
    - Good departmental citizen.<sup>1</sup>

- **Profession:**

- Significant service to the profession is expected.

- **Community/Public Service**

- Engagement in public service is encouraged.

<sup>1</sup> From the School's APT manual: "All faculty are expected to conduct themselves in a professional manner in all circumstances and interactions. More specifically, faculty members are expected to follow principles of inclusion, respect, civility, tolerance and acceptance that support the values of diversity in the School. They are also expected to maintain high moral and ethical standards and standards of professionalism in their scholarship and relationships with faculty colleagues, students, university staff, and the public."