

Department of Nutrition Policy Document

**Title: Expectations for Promotion and
Tenure in Nutrition (All Tracks)**

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Chair Signature: 

Expectations for Promotion and Tenure in Nutrition (all Tracks)

This document describes expectations for promotion and tenure in the Department of Nutrition. The discussion is based on historical decisions and is not meant to preclude hiring, promotion and tenure decisions based on forms of scholarship that would be new to the department. 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 December 2020.

The department recognizes the high value of increased diversity in our faculty and is committed to strategic hiring to increase our diversity and to ensuring a climate of inclusive excellence. Nutrition is a multi-disciplinary department; our faculty have backgrounds in the life and health sciences, physical and natural sciences, and 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. Collaborative work often involves scientific expertise in specific research methods or other specialized areas of expertise. Contributions to science through such collaborative efforts, on an interdisciplinary research team, can be considered as part of a candidate's promotion package. 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 holistic, 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 workload. For example, an individual's teaching and advising load relative to the average teaching and advising load in the Department within a given track (e.g. tenure track vs. teaching track) is considered when conducting evaluations for promotion and tenure. We acknowledge that faculty workloads cross many areas of responsibility. Specifically, the balance of teaching, research, service and administrative loads will be considered individually to ensure that faculty members with major professional practice, research, teaching, administrative or clinical roles, are treated fairly as compared to other tenure-track or fixed-term faculty members, respectively. This includes work sometimes referred to as "invisible labor" as relates to diversity, equity and inclusion related efforts and may include: representing the department, school of university on short and long-term committees, serving on advisory groups and task forces, and unusually high student mentoring workloads. These important faculty roles often enable an institution to have diverse representation and participation in key decision-making efforts, and this service may include contributions nationally, internationally and on campus.

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 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 nutrition 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. 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.

Inclusive Excellence.

All faculty members will annotate activities in the CV that relate to Diversity, Equity and Inclusion. They will also include in their career focus statement a section on Diversity, Equity and Inclusion. In the career focus statement, faculty will provide a brief narrative description of their work that has affected diversity, equity and inclusion efforts in our department and at Gillings. In the Diversity, Equity and Inclusion section of the career focus statement, faculty members can review their scholarship, creative endeavors, teaching, mentorship, and/or practice/service that relate to inclusion, equity and diversity. Work (e.g. research, teaching/mentoring and practice/service) with under-represented populations is valued. How the faculty member's engagement with DEI aligns with the Gillings Inclusive Excellence Action Plan should be noted.

Impact of Covid-19 on Productivity.

Gillings faculty have made, and continue to make, profound adjustments to their work as a result of the COVID-19 pandemic, often taking on increased and more complex workloads. Faculty members will have the option to develop a COVID Impact Statement, which can be added as an Appendix (one page maximum) to the career focus statement. The COVID Impact Statement is an opportunity for faculty to describe both positive and detrimental effects of the pandemic on the mix or balance of their work activities and the types of work outcomes that they were able to achieve. Faculty should ensure that COVID impacts are clearly and explicitly presented on research, teaching and/or practice/service. For each responsibility that has been affected, the faculty member may summarize changes that affected productivity, including but not limited to: (i) Opportunities to demonstrate innovation and creativity; (ii) Modifications or increases to workload, activities or approaches; (iii) Canceled or delayed events, activities or work products; (iv) Reduced access to facilities, locations, personnel or partners; (v) Opportunities to address emergent issues related to the pandemic and/or (vi) "Invisible" service to sustain departmental or other operations or to support students.

Impacts should be discussed explicitly in the faculty member's career focus statement and if the Covid Impact Statement is provided, please refer to it explicitly in the career focus statement. In addition, each faculty member at his/her discretion may elect to address personal circumstances that affected overall productivity (i.e. increased caregiving demands) as well as other observed effects on productivity that may fall outside of specific areas of responsibility. Adding information about personal circumstances is entirely optional.

Track Changes

Some faculty on the fixed-term track may desire a change to the tenure track and may be judged appropriate for a tenure-track appointment. They may not move directly from the fixed-term to tenure-track, but they may apply to open tenure-track searches. Their application must be processed in the same manner as others submitted for the position, including arrangements for interviews with a search committee, and campus visits. If they are proposed for appointment as a result of the search, the Chair's letter should include a description of the search by which the candidate for appointment was identified, including the focus of the search, numbers of candidates applying, and number of candidates brought to campus to interview for the position and diversity of applicants. Just as with

external candidates, at the time of consideration of their appointment, agreement may be reached regarding credit toward the time in rank necessary for further promotion, based on their activities and accomplishments in their fixed-term appointment. Credit toward time in rank must be documented in the offer letter. The criteria and procedures detailed in the section of this manual on Time in Rank and Early Promotion will apply. In some cases, a waiver of search is awarded to a faculty member who is pursuing a track change by the Provost's office. Examples that may qualify for a waiver of search is an extraordinary need in the department/unit or a specific retention effort. Some faculty on the tenure track may wish to move to a non-tenure-track appointment. In this case, a search would not occur, and the change can happen upon agreement between the faculty member and the Chair.

Department Appointments Promotion and Tenure Committee.

This committee is comprised of all tenured faculty in the department and one fixed term member at the rank of full professor. Voting is according to rank: associate professors can vote only on promotion to associate; full professors can vote on promotion to associate or to full. Voting is reported to the school and any "no" votes must be justified. The fixed term member of the committee will vote only on promotion to associate or to full professor on fixed term; i.e., the fixed term member will not vote on tenure-track faculty promotions or tenure. Voting is conducted electronically. Committee members with a significant conflict of interest (including spouse, partner, child or other relation) must be recused from voting entirely, rather than abstaining from the vote.

TENURE TRACK – Guidelines and Expectations

Timeline:

Once a faculty member meets or exceeds the standard criteria set by the department to "meet the mark" for promotion, they are then eligible to be considered for promotion and/or tenure. However, it would be highly unusual for a candidate to be in rank for less than four years. Six years is the usual time to serve as an assistant professor. In such cases, consideration for promotion would begin early in the sixth year. For offers made after May 2021, time in rank from previous institutions will be stated in offer letters. For offer letters prior to May 2021, time in rank will be determined in consultation with the Gillings Senior Associate Dean for Academics and Student Affairs. A candidate for tenure will only be considered once by the department. If tenure is denied, an appeal can be made following UNC-Chapel Hill [policy](#).

The following criteria 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 further development of scholarly leadership and a national/international reputation for scholarly impact). Further, we expect faculty ready for promotion to the Associate Professor level with tenure to have participated in the department and their professional societies. The bullets below serve as a general guide but are not all inclusive of the ways in which these expectations can be met. Because of the variety of scientific sub-disciplines in which our faculty work, evaluation is made on a case-by-case basis using a weight-of-evidence approach.

- **Scholarship**
 - **Publications/Scholarly Products**
 - 2 first or senior authored papers per year on average (exclusive of faculty-initiated review papers) are expected as Assistant Professor
 - Additional publications as co-author are also expected
 - Journal impact factors and H-index may be considered
 - **Grants**
 - Secured independent (not mentored) grant awards as PI or Co-PI and normally support 25-50% of salary over time, typically with close to 50% covered by the time of promotion. Awards typically will include a mix of PI/Co-PI and Co-investigator roles.
 - Consistent submission of grants/proposals that are peer-reviewed in a manner that indicates future funding
 - NIH or other federal grants remain the most desirable, however funding from other sources (e.g., industry, foundations) are acceptable as long as work leads to high quality peer-reviewed publications that advance a national reputation
- **Teaching**
 - **Courses**
 - Generally expected to teach 1 (3-credit hour) course per year
 - **Mentoring/Advising**
 - Counseling/mentoring students at all three levels (bachelors, Master's, and doctoral) is expected
 - Serve as primary advisor for 1 doctoral student per year expected as Assistant Professor; support of doctoral students is expected with students proceeding in good standing
 - Advise 3 students, not including post-docs per year
 - Student awards, publications & presentations are considered
 - Additional mentoring of post-docs encouraged
- **Practice/Service**
 - **Department/School/UNC**
 - Service with active engagement on at least 1 departmental committee per year, with increasing responsibilities and contributions over time
 - Service with active engagement on 1 school/university committee
 - **Profession**
 - Service with active engagement on at least 1 professional organization
 - **Community/Public Service**
 - Meaningful engagement as appropriate for position and scientific sub-discipline
 - **Other**
 - Must show excellence in research, evidence of high-quality teaching, and adequate service
 - Must demonstrate that they have attained or clearly are on a course for national leadership in their discipline
 - Must be able to show how his/her work has led, or is likely to lead, to improved public health

- Demonstrates collegiality and willingness to contribute to the success of the department and the school in a positive manner

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 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 all inclusive of the ways in which these expectations can be met.

- **Scholarship**
 - **Publications/Scholarly Products**
 - 3 first or senior authored papers per year on average expected as Associate Professor
 - Additional publications as co-author are also expected
 - Journal impact factors are considered
 - **Grants**
 - Significant history of grant awards and normally are able to support at least 50-75% of salary over time, typically with close to 75% covered by the time of promotion through grants. Awards typically will include a mix of PI/Co-PI and Co-investigator roles.
 - NIH or other federal grants remain the most desirable, however funding from other sources (e.g., industry, foundations) is acceptable as long as work leads to high quality peer-reviewed publications that advance a national reputation
 - Awards as PI or Co-PI are expected
- **Teaching**
 - **Courses**
 - Teach 1 (3-credit hour) course per year
 - **Mentoring/Advising**
 - Counseling/mentoring students at all three levels (bachelors, Masters, and doctoral) is expected
 - Serve as primary advisor for 2 doctoral students per year expected as Associate Professor; support of doctoral students is expected
 - Advise 3 students, not including post-docs per year
 - Additional mentoring of post-docs encouraged
 - Student awards, publications & presentations are considered
 - Mentorship of junior faculty is desirable

- **Practice/Service**
 - **Department/School/UNC**
 - Service with active engagement on at least 1 departmental committee per year. Active engagement and serving as Chair of 1 department committee is typical.
 - Service with active engagement on 1 school/university committee
 - Mentoring of junior faculty expected
 - **Profession**
 - Demonstrated significant contributions in professional and public service
 - Service with active engagement on at least 2 professional organizations
 - Demonstrates leadership and recognition of contributions (e.g. elected offices or appointments to national advisory committees or expert panels)
 - **Community/Public Service**
 - Demonstrated significant contributions in professional and public service
 - Clinical service/practice as appropriate for position
 - **Other**
 - Demonstrates recognition as national or international leader in their discipline and/or in public health
 - Demonstrates sustained, high quality accomplishment in both teaching and research
 - Demonstrates significant contributions in professional and public service
 - Demonstrates how his/her work has enabled improvements in human health, or the advancement of the science or practice of their discipline
 - Demonstrates collegiality and willingness to contribute to the success of the department and the school in a positive manner

FIXED TERM – Guidelines and Expectations

Timeline:

There is no formal “clock” for promotion in fixed term appointments. Four years is generally the minimum amount of experience at UNC before promotion will be considered. For experience at previous institutions to be considered, it must be specified in the letter of offer.

The following guidelines are used for promotion and/or tenure.

Fixed Term: Assistant to Associate Professor (Research)

We expect faculty promoted to Research Associate Professor to have demonstrated research productivity and quality.

There are two avenues to meet the research criteria for promotion; either avenue or a combination of the two can be considered.

The first is focused on team-based research in which efforts are concentrated on substantial contributions to a collaborative research program. Effort must include significant and high-quality contributions to scholarly reports and grant proposals. “High quality” can refer to publications in high impact journals either as first or contributing author, or success in obtaining research funded by highly regarded external funding agencies, including but not limited to NIH and CDC.

Contributions to the research program will be documented by peer and mentor evaluations that will be given considerable weight. In this avenue, independent funding is not required.

The second avenue focuses on independence in research, including securing independent funding for research and scholarly publications. Faculty must demonstrate a high probability of sustaining a significant research program that supports the majority of their time, contributes to support of doctoral students, and generates a large number of high-quality peer reviewed publications. These publications must establish a national reputation for the faculty member. In general, requirements for research are similar to those for the tenure track faculty at the same rank. It is recognized, however, that research faculty typically do not have the same level of resources available to them as do most tenure track faculty at the same rank, emphasizing the need for a holistic review of the dossier.

Research faculty may be promoted with evidence spanning both avenues. In either case, faculty members should play a role in the initiation and conduct of innovative research that addresses the health of the public. Faculty will be expected to incorporate new developments into the discipline and participate in the creation and transfer of knowledge and techniques that address critical areas of nutrition and health.

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 all inclusive of the ways in which these expectations can be met.

- **Scholarship**
 - **Publications/Scholarly Products**
 - 2 first or senior authored publications on average per year expected as Assistant Research Professor
 - Additional publications as co-author also expected
 - These publications must establish a national reputation for the faculty member
 - Journal impact factors may be considered
 - **Grants**
 - 95% salary support from research expected (Unless an agreement is reached with the Chair for additional salary to be covered by the department for teaching.)
 - Substantial contributions to a collaborative research program, including significant and high quality contributions to scholarly reports and grant proposals
- **Teaching**
 - **Courses**
 - Strongly encouraged to teach at least 1-credit hour per academic year
 - **Mentoring/Advising**
 - Mentoring of students as needed
 - Both formal and non-formal teaching/mentoring can occur at all three levels (bachelors, Master's, and doctoral).
 - Student awards, publications, and presentations considered

- **Practice/Service**
 - **Department/School/UNC**
 - Active member of 1 department committee
 - Active member of 1 School/University committee
 - **Profession**
 - Member of 1 professional organization
 - Appointment to a national committee/panel/board is desirable
 - **Community/Public Service**
 - 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)
 - **Other**
 - 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
 - Demonstrates collegiality and willingness to contribute to the success of the department and the school in a positive manner

Fixed Term: Associate to Full(Research)

There are two avenues to meet the research criteria for promotion; either avenue or a combination of the two can be considered.

The first is focused on team-based research in which efforts are concentrated on substantial contributions to a collaborative research program. Effort must include significant and high-quality contributions to scholarly reports and grant proposals. “High quality” can refer to publications in high impact journals either as first or contributing author, or success in obtaining research funded by highly regarded external funding agencies, including but not limited to NIH and CDC. Contributions to the research program will be documented by peer and mentor evaluations that will be given considerable weight. In this avenue, independent funding is not required.

The second avenue focuses on independence in research, including securing independent funding for research and scholarly publications. Faculty must demonstrate a high probability of sustaining a significant research program that supports the majority of their time, contributes to support of doctoral students, and generates a large number of high-quality peer reviewed publications. These publications must establish a national reputation for the faculty member. In general, requirements for research are similar to those for the tenure track faculty at the same rank. It is recognized, however, that research faculty typically do not have the same level of resources available to them as do most tenure track faculty at the same rank, emphasizing the need for a holistic review of the dossier.

Research faculty may be promoted with evidence spanning both avenues. In either case, faculty members should play a role in the initiation and conduct of innovative research that addresses the health of the public. Faculty will be expected to incorporate new developments into the discipline and participate in the creation and transfer of knowledge and techniques that address critical areas

of nutrition and health.

We expect faculty promoted to Research Full Professor to have established scholarly leadership within a field of research, to have developed a national 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 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 the ways in which these expectations can be met.

- **Scholarship**
 - **Scholarly Products**
 - 3 publications per year, on average, 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 may be considered
 - **Grants.**
 - 95% of salary supported from research expected as an Associate Research Professor expected (Unless an agreement is reached with the Chair for additional salary to be covered by the department for teaching.)
 - Substantial contributions to a collaborative research program, including significant and high quality contributions to scholarly reports and grant proposals
- **Teaching**
 - **Courses**
 - Strongly encouraged to teach at least 1 credit hour per academic year
 - **Mentoring/Advising**
 - 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
- **Practice/Service**
 - **Department/School/UNC**
 - Active member of 1 department committee
 - Active member of 1 School/University committee
 - Chair of department committee, as needed
 - **Profession**
 - Member of 1 professional organization
 - Appointment to a national committee/panel/board
 - Demonstrates leadership and recognition of contributions
 - **Community/Public Service**
 - 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)
 - **Other**
 - 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
- Demonstrates collegiality and willingness to contribute to the success of the department and the school in a positive manner

Fixed Term: Assistant to Associate Professor Clinical (Teaching/Practice)

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. Often, substantial contribution toward success in accreditation processes will have been made. 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**
 - Research is not a requirement for promotion within the clinical/teaching track, but will be recognized
 - 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
- **Teaching**
 - **Courses**
 - Major role in designing curriculum and ensuring content meets professional knowledge and performance requirements established by designated accrediting agencies
 - Demonstrated teaching excellence
 - Demonstrated ability to develop courses
 - **Mentoring/Advising**
 - Expected to advise and mentor students and be capable of serving as Chair for program papers
- **Practice/Service**
 - **Department/School/UNC**
 - Service is expected
 - Service as member of one of department's degree committees
 - **Profession**
 - Service to the academic or scholarly community is expected
 - **Community/Public Service**
 - Public service is encouraged and may occur within local communities, governmental branches, or organizations at the local, state, national, and international levels
 - **Other**
 - Primarily responsible for the preparation of documentation necessary for program accreditation
 - Sustained, demonstrated excellence in practice and teaching as well as documented service

- Show how their work has led, or is likely to lead to, improvement in the public health field, and/or the clinical practice of nutrition
- Exhibit leadership at state and local organizational levels with potential to become national leaders in their discipline
- Demonstrates collegiality and willingness to contribute to the success of the department and the school in a positive manner

Fixed Term: Associate to Full Professor (Clinical/Teaching)

We expect faculty promoted to Clinical/Teaching Full Professor to have established scholarly leadership, to have developed a national reputation within their clinical/teaching/pedagogical specialty and for their work to have had impact on the pedagogical scholarship or practice 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. Often, substantial contribution toward success in accreditation processes will have been made. 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 significant 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**
 - Research is not a requirement for promotion within the clinical/teaching 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
- **Teaching**
 - **Courses**
 - Play a leading role in the design of curriculum that meets established knowledge and performance requirements
 - Demonstrated teaching excellence
 - Demonstrated ability to develop courses
 - **Mentoring/Advising**
 - Expected to advise and mentor students and be capable of serving as Chair for program papers
- **Practice/Service**
 - **Department/School/UNC**
 - Service is expected
 - Service as member of one of department's degree committees
 - **Profession**
 - Substantial service to the academic or scholarly community is expected
 - **Community/Public Service**
 - Public service is encouraged and may occur within local communities,

governmental branches, or organizations at the local, state, national, and international levels

- **Other**

- Supervise the preparation of documentation necessary for accreditation
- 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
- Demonstrates leadership and recognition
- Demonstrates collegiality and willingness to contribute to the success of the department and the school in a positive manner