



## **Expectations for Promotion and Tenure in Health Behavior**

UNC Gillings School of Global Public Health

September 25, 2023<sup>1</sup>

The Department of Health Behavior's expectations for promotion and tenure for faculty cover three areas: 1) scholarship including publications and grants, 2) teaching and mentoring, and 3) service. These expectations described herein supplement the provisions of the School's Appointments, Promotions and Tenure (APT) Manual (6/1/2023) of the Gillings School of Global Public Health <https://sph.unc.edu/resource-pages/appointments-promotions-tenure-apt/>.

**Promotion and tenure decisions are based on holistic judgments of accomplishment in scholarship, teaching, and service. No single dimension, criterion, or expectation should determine such judgments.** Rather, the judgment that a candidate has met expectations for promotion or tenure will be based on the appraisal of the tenured full professors within the Department that the quality, impact, and contribution of the work *as a whole* make the candidate worthy of promotion.

Excellence in scholarship is a major factor in decisions regarding promotion and tenure. The Department also expects effective teaching and mentoring of students and trainees. In addition, our expectations for service increase with faculty rank. The Department uses the following guidelines for promotion and tenure for fixed-term and tenure-track faculty.

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<sup>1</sup>Approved by the HB APT on September 25, 2023 (update of January 29, 2020 document)

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

For promotion from Assistant Professor to Associate Professor with tenure, we expect faculty to have demonstrated productivity and independent scholarship, and effectiveness in teaching. We expect to see evidence of a research trajectory that indicates promise for further promotion: promise for the development of scholarly leadership and a national or international reputation for scholarly impact. Furthermore, we expect faculty promoted to Associate Professor with tenure to provide service to the Department and the profession. The criteria below serve as a guide on how to meet departmental expectations for promotion, but are not the only ways in which to meet these expectations.

### **Scholarship**

#### **Publications and Other Scholarly Products**

- Conduct research and other scholarship that is recognized as making valuable contributions to the field of health behavior and is indicative of future contributions
- For collaborations or team science projects, the work of the investigator needs to represent a major and distinct contribution toward the accomplishments of the project and its findings and moving a discipline forward
- Publish around 40 peer-reviewed journal articles, of which at least 8 are first author
- Have a critical mass of publications focused on a central theme or several themes
- Have several of the first-author papers in leading or high-impact peer-reviewed journals
- Have 20% or more of papers co-authored with mentees

#### **Grants**

- Have a record of applications for grant support and awarded grants indicative of a current and long-term ability to gain support for independent research. This grant support should be reflective of independent scholarship, or high-level contribution to team science
- Be a PI, multiple-PI, or equivalent, of at least 1 grant from NIH or another major external funder
- Cover 50%-70% of salary through external sources (e.g., NIH, CDC)

### **Teaching and Mentoring**

#### **Courses**

- Demonstrate sustained, significant contributions to the Department's teaching mission
- Teach the equivalent of one required course, master's or doctoral, every year
- For faculty with joint appointments, they can teach or co-teach in either department

#### **Mentoring and Advising**

- Advise 1-2 master's students per year
- Chair 1-2 ongoing or completed doctoral dissertation committees
- Serve as a member on multiple dissertation committees
- Exhibit strong record of mentoring and funding graduate students
- Participate in other teaching and mentoring activities, including advising 2-3 MPH Capstone teams over 5-6 years

## **Practice and Service**

### **Department, School, and University**

- Demonstrate service to at least 1 departmental and 1-2 school or university committees either on-going or completed

### **Profession**

- Demonstrate service to health behavior and public health
- Contribute to the maintenance and growth of their profession. For example, serve in leadership role for professional organization, participate in a panel on their research agenda, or perform manuscript reviews for journals

### **Community and Public Service**

- Demonstrate public service by providing contributions based on their expertise to the betterment of the broader local, state, national or international community. Providing national or international public service is not required at this career phase

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

For promotion from tenured Associate Professor to Full Professor with tenure, we expect faculty to have established scholarly leadership within health behavior, 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 or on practice). We expect to see sustained productivity, grant funding for their research, and evidence of research 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 criteria below serves as a guide on how to meet departmental expectations for promotion, but are not all inclusive of the ways in which these expectations can be met.

### **Scholarship**

#### **Publications and other Scholarly Products**

- Continue scholarly productivity through contributions to the literature, invited talks or keynote lectures at national or international venues, and invitations to contribute to influential books and reports
- Publish at least 70 peer-reviewed journal articles, with at least 20 as first or senior (second or last) author
- Make accomplishments that have appreciable impact on public health or in the science and practice of a discipline related to health behavior
- Have at least 20% of papers co-authored with mentees

#### **Grants**

- Sustain success in developing and gaining substantial support for their research and scholarly activities
- Cover 70-75% of salary, PI for much of this effort

### **Teaching and Mentoring**

#### **Courses**

- Teach the equivalent of one required course, master's or doctoral, every year

#### **Mentoring and Advising**

- Advise 1-2 master's students per year
- Chair or have chaired 3-4 or more ongoing or completed doctoral dissertation committees
- Serve on multiple dissertation committees
- Exhibit a strong record of mentoring and funding graduate students
- Participate in other teaching and mentoring activities, including mentoring an MPH Capstone team every other year (unless there is significant other mentoring, such as leading a training grant, or other administrative service)
- Mentor one or more faculty members at the Assistant or Associate Professor level

## **Practice and Service**

### **Department, School and UNC**

- Demonstrate service to at least 1 departmental and 1-2 school or university committees either on-going or completed; serve as chair of at least 1 of these committees

### **Profession**

- Demonstrate service to profession
- Contribute to the maintenance and growth of their profession. For example, serve in leadership role for a professional organization, participate in a panel on their research agenda, or perform manuscript reviews for a journal or serve as an editor or editorial board member
- Have prominent leadership roles for advancing their profession or area of expertise

### **Community and Public Service**

- Demonstrate public service by providing contributions to the betterment of the local, state, national or international community.

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

Fixed term faculty will be designated as appointed in one of the following categories: Practice, Research, or Teaching. Many appointed in one category will also be engaged in activities from other categories, such as a faculty member appointed in the category of Teaching who also is active in research and clinical or public health practice. Nevertheless, as per terms of their individual appointment and consistent with departmental guidelines, an individual may be promoted solely on the basis of activity within one or two of these, Practice, Research, or Teaching. The category(s) for promotion will be identified in the original offer of appointment letter, revisited at each annual review, and documented in annual review materials.

Fixed term faculty are expected to have 95% funding through a combination of external funding and teaching buyouts. This document sets general expectations of external funding percentages (with the exception of teaching buyouts), but the Department recognizes that external awards have differing start and finish dates. Research faculty are largely funded by sources other than state funds. When possible, bridge funding will be provided to faculty with temporary funding shortfalls. If it appears that these funding shortfalls are large or sustained, the faculty member should explore with the Department Chair other options to round out funding such as increasing teaching or an FTE reduction. Notably, research track faculty members with departmental leadership responsibilities or who regularly teach required courses in a program's curriculum will not be expected to pursue an external funding level of 95% percent. Rather, their target will be reduced to reflect their ongoing teaching commitments.

We expect faculty promoted to Research Associate Professor to have demonstrated research productivity and quality. Additionally, we expect to see a degree of research independence and collaboration that enables the faculty member's research contributions and salary to be sustainably supported and indicates a trajectory toward external recognition for their work. Fixed term faculty can meet the expectation for teaching via occasional lectures in courses and service on doctoral student committees. Faculty promoted to Research Associate Professor should participate in the Department and remain current in their field. The criteria below serves as a guide on how to meet departmental expectations for promotion but are not all inclusive of the ways in which these expectations can be met.

### **Scholarship**

#### **Publications and other Scholarly Products**

- Recognition for the excellence of their work
- Publish at least 30 peer-reviewed journal articles
- A critical mass of publications should be focused on a central theme or several themes
- Have 20% or more of papers co-authored with mentees

#### **Grants**

- Apply for grants as PI or co-investigator
- Cover 95% of salary from outside sources or another lower amount if negotiated with the Chair (e.g., through buyout of effort for teaching or performing significant departmental service)

## **Teaching and Mentoring**

### **Courses**

- Give occasional lectures in courses in their areas of expertise
- It is common to teach required or elective courses as negotiated with the chair, but not required

### **Mentoring and Advising**

- Advise 1-2 MPH students per year
- Advise an MPH Capstone team every other year

## **Practice and Service**

### **Department/School/UNC**

- Attend faculty meetings
- Serve on at least 1 departmental committee

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

Fixed term faculty will be designated as appointed in one of the following categories, Practice, Research, or Teaching. Many appointed in one category will also be engaged in activities from others, such as a faculty member appointed in the category of Teaching who also is active in research or public health practice. Nevertheless, as per terms of their individual appointment and consistent with departmental guidelines, an individual may be promoted solely on the basis of activity within one or two of these, Practice, Research or Teaching. The category(s) for promotion will be identified in the original offer of appointment letter, revisited at each annual review, and documented in annual review materials.

Fixed term faculty are expected to have 95% funding through a combination of external funding and teaching buyouts. This document sets general expectations of external funding percentages (with the exception of teaching buyouts), but the department recognizes that external awards have differing start and finish dates. Research faculty are largely funded by sources other than state funds. Whenever possible, bridge funding will be provided to faculty with temporary funding shortfalls. If it appears that these funding shortfalls are large or sustained, the faculty member should explore with the Department Chair other options to round out funding such as increased teaching. Notably, research track faculty members who regularly teach key courses in a program's curriculum will not be expected to pursue an external funding level of 95%. Rather, their target will be reduced to reflect their ongoing teaching commitments.

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 or on practice). The Department expects 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 Research Full Professor to be effective student research mentors. We further expect that they will have made significant contributions to professional service. The criteria below serves as a guide on how to meet departmental expectations for promotion but are not all inclusive of the ways in which these expectations can be met.

### **Scholarship**

#### **Publications and other Scholarly Products**

- Publish in professional scientific literature
- Publish 50 or more articles or specific expectations negotiated with Chair
- Receive recognition of leadership in one's area of expertise
- Have major roles in funded projects, often as PI or Project Director
- Have at least 20% of papers co-authored with mentees

#### **Grants**

- Apply for grants as PI or co-investigator
- Cover 95% of salary from outside sources or a lower amount as negotiated with the Chair (e.g., through buyout of effort for teaching or performing significant departmental service)



## **Teaching and Mentoring**

### **Courses**

- Give lectures in courses in their areas of expertise
- Optional: teach required or elective courses

### **Mentoring and Advising**

- Mentor students, post-doctoral fellows
- Mentor one or more faculty members at the Assistant level

## **Practice and Service**

### **Department/School/UNC**

- Attend faculty meetings
- Serve on at least 1 departmental and 1 school or university committee

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

Fixed term faculty will be designated as appointed in one of the following categories: Practice, Research, or Teaching. Many appointed in one category will also be engaged in activities from others, such as a faculty member appointed in the category of Teaching who also is active in research and clinical or public health practice. Nevertheless, as per the terms of their individual appointment and consistent with departmental guidelines, an individual may be promoted on the basis of activity within one or two of these, Practice, Research or Teaching. The category(s) for promotion will be identified in the original offer of appointment letter, revisited at each annual review, and documented in annual review materials.

## **Teaching and Mentoring**

### **Courses**

- Teach 15 credit hours per year, unless time is covered by funding from external sources or administration activities (credit hours can be reduced with external funding)
- Receive consistently strong peer and student evaluations of teaching
- Engage in other activities that enhance teaching quality. Examples: adapt teaching to real-time issues in health behavior, maintain contacts with external stakeholders that result in student placement, identify real-world issues and solutions, use innovative teaching techniques, support curriculum development and revisions of Health Behavior curriculum
- Teach academically rigorous and up-to-date content that reflects the scholarship in the field
- Use pedagogy and learning technology that reflect the distinct needs of students
- Consider student feedback provided through course evaluations and implement change when appropriate

### **Mentoring/Advising**

- Serve as mentor of 2-5 MPH students at any given time
- Participation in other teaching and mentoring activities, including advising 2-3 MPH Capstone teams over 5-6 years

## **Scholarship**

**Publications, Presentations, or Products that reflect scholarship**

- Author or co-author 2-3 scholarly products over a 5-year period in professional scientific literature related to teaching that can include journal articles, reports, book chapters, key documents related to teaching, and conference presentations

**Practice and Service**

- Serve on at least 1 departmental and 1 school or university committee
- Engage with local, state, or federal public health agencies or professional organizations

**Fixed Term (Teaching): Associate Professor to Professor**

*Will be drafted and proposed in 2024*