

Public Health Leadership Program
Guidelines for Appointment and Promotion of Fixed Term
Faculty
01/12/09

Background

The Public Health Leadership Program (PHLP) was founded in 1997 as a free-standing academic unit, complementing the seven academic departments of the Gillings School of Global Public Health (SPH). Its mission has been to serve as an interdisciplinary unit in the SPH with a primary focus on teaching and practice and with less emphasis on research, other than research in the area of academic scholarship and practice to support our primary mission. While a limited number of research endeavors are conducted outside of the area of academic scholarship and practice, these are primarily undertaken by one of the three sub-units of PHLP, the Occupational Health Nursing concentration, primarily with the support of federal funding.

The PHLP program reports directly to the Dean of the SPH, it is equivalent to other SPH departments in regard to its teaching mission, and offers three concentrations of a master's degree (both MPH and MS) and also offers two certificates within the major concentration areas. Teaching and practice activities are designed to be interdisciplinary in nature and span a range of practice areas including medical/clinical, occupational health nursing and public health practice and leadership. All faculty and students in the program are drawn from these practice areas and all the courses that are taught by PHLP faculty emphasize practice-based literature, lectures and assignments; likewise our student practicums and master's papers are also practice focused.

Until 2004 the interdisciplinary mission of PHLP was thought to not require faculty appointments in PHLP. With the exception of the Occupational Health Nursing concentration which existed prior to the formation of PHLP, all PHLP faculty had primary appointments in other SPH departments or within the UNC School of Medicine. In February 2004, with the approval of the Dean's Council, PHLP was granted the authority to make fixed term faculty appointments. Suitable faculty, with practice knowledge and experience, were recruited and added to existing faculty; some retained appointments in other departments and some changed their faculty appointments to PHLP. All new faculty were appointed at the clinical instructor or at the clinical assistant professor rank. These faculty were supplemented by adjunct faculty, who had special skills and practice experience, but who were not available for full time appointments.

As the number of faculty grew in response to student enrollment, and in anticipation of PHLP's first Graduate Program Review in 2007, a faculty development process was initiated in 2005 with participation from faculty in all concentrations. Its primary outcome was the development of a goal setting process, to be carried out annually for each faculty member, whose primary

appointment is in PHLP. The primary purpose of this process was to serve as the basis for determining annual salary increases and preparing faculty for potential promotion. This initiative was supported further by feedback from the Graduate Program Review in 2007, which encouraged further faculty recruitment, development and promotion. Currently there are eleven faculty with primary appointments in PHLP; of these, all but two are appointed at the clinical assistant professor rank (including two who were promoted from clinical instructor to clinical assistant professor in the Occupational Health Nursing concentration in 2007). Only one faculty member has tenure as an Associate Professor in the Occupational Health Nursing concentration; no other faculty are on a tenure track.

The documentation and refinement of the promotion process is a direct consequence of the faculty development process and a need to add faculty as a result of the continuing PHLP student enrollment growth rate of about 15% per year and the need to recruit additional faculty to meet our teaching goals.

With this background in mind the following guidelines are presented to summarize appointment and promotion criteria in PHLP. These are defined based on the faculty development criteria that were agreed to by PHLP faculty, in conjunction with the SPH appointment, promotion and tenure (APT) processes. Since new tenured appointments have not been approved for PHLP, all of the following applies to fixed term (either clinical or research) appointments at the rank of instructor, assistant professor, associate professor or professor. The definition of fixed term faculty is found in Section 7 (attached) of the SPH Appointment, Promotion and Tenure manual(Revised, July 2008).

Criteria for Appointments

Fixed term appointments are made in concordance with the UNC Guidelines and vary in length from one to five years. In addition to UNC requirements (spelled out in the UNC EPA manual) all PHLP faculty must have practitioner experience in one or more of the three academic concentrations that are within PHLP. Faculty with fixed term appointment at the instructor or assistant professor level in PHLP must hold a minimum of a master's degree; fixed term appointments in PHLP at the associate level or above require a doctoral degree.

Fixed term appointments at the instructor or assistant professor rank are not reviewed by the APT committee of the SPH, but instead receive administrative review at the Program and School level and by the Provost's office. Fixed term appointments at the rank of associate professor and above are reviewed and approved at the Program level and by the APT committee of the SPH.

The expectation is that all faculty have a teaching role in the program and that, in addition to teaching, they continue to participate in ongoing practice or service activities, including administrative roles within PHLP and/or the SPH. While not required, it is also encouraged that faculty participate in funded research

activities that contribute to academic scholarship (highest priority) as it relates to improved teaching and practice; or to participate in other research activities that relate to the broader role of the School of Public Health or the School of Medicine.

Salary Support

All faculty who have a primary appointment in PHLP have at least partial salary support from an annual budget from the Dean's office of "state funds" allocated to PHLP. The proportion of funding provided to faculty from PHLP state funds will be directly correlated with the proportion of time devoted to PHLP teaching, practice or service activities.

As part of our interdisciplinary mission, PHLP faculty are encouraged to participate in joint activities with other departments and other units (e.g. North Carolina Institute of Public Health) of the SPH, as well as other schools at UNC (e.g. the School of Medicine).

Whenever possible, funding should be obtained from these other units, in amounts proportional to the level of activities required.

Goal Setting and Assessment

The level of performance of PHLP faculty is determined by an annual goal setting / goal assessment(achievement) process with review and approval by the PHLP program director and the concentration director(s) for the areas (concentrations) in which the faculty member spends their time. Criteria for satisfactory performance include numbers of goals (which are correlated with percent time that each faculty member is appointed within PHLP) and degree to which goals have been achieved. Exemplary performance includes exceeding goals or initiating new goals to address opportunities or challenges to PHLP or its students. Goals are set based on three criteria in prioritized order:

1. Teaching
2. Practice/Service/Administration
3. Publications/Presentations/Research

Specific goals are set individually based on these priorities and potential for promotion and salary increases are determined based on goal completion. Individual goals are determined to reflect the varied nature of roles and percent time that faculty have in PHLP. High evaluations are given to faculty who demonstrate innovation, impact and team work in meeting the PHLP mission. Faculty must show how his or her work collectively has contributed to achieving agreed upon goals and has advanced the mission of PHLP. As a program with teaching as its highest priority the greatest emphasis is given to innovations and flexibility in teaching and impact of teaching and advising on students (e.g., measured by student publications/presentations and graduation rates). Next to be considered is innovation and impact of practice, service, administration or research activities that they have participated in, and publications that relate to all of the above. In addition, PHLP faculty must demonstrate how they have

advanced the practice of public health and, especially, demonstrated leadership in meeting goals.

Promotion Process

Promotions of fixed term faculty from clinical or research instructor to the clinical or research assistant professor rank are not reviewed by the APT committee of the SPH, but instead receive administrative review at the Program and School level and by the Provost office. Promotions of fixed term faculty to the rank of clinical or research associate professor and above are reviewed and approved at the Program level and by the APT committee of the SPH.

The first stage of approval for promotions to the associate level or above in the SPH is a recommendation by the assembled Full Professors in each department. Since PHLP does not have any faculty at the rank of full professor (tenured) the Program level review of promotions to clinical associate professor and above is carried out by an interdisciplinary promotion committee, chaired by the director of PHLP. The committee consists of PHLP faculty who are at the associate professor level and a group of full professors from at least three other departments in the SPH; it also may include ex officio (non-voting) members such as professors emeriti who have previously served on the committee or who have collaborated extensively with PHLP (e.g., the Director Emeritus of PHLP, who was also a Full Professor in the Department of Health Policy and Management and is now in phased retirement). Associate professors on the committee would not participate in consideration of promotion of faculty to the professor level.

The review process for all promotions exactly follows the procedures outlined in APT manual of the SPH. These include guidelines for timing of promotions and delineate the steps to be followed. They also describe a mentoring process for guiding faculty in the promotion process and a procedure for representatives of each department to describe the promotion process and criteria in each department. However, PHLP does not have any representation on the APT committee of the SPH because only full (tenured) professors are included.

Promotions to clinical or research associate professor and above are only recommended after consultation with the PHLP interdisciplinary promotion committee. In such cases the Program Director forwards his/her recommendation to the Dean along with all materials outlined in the APT manual (see attached promotion checklist). **Candidates for promotion should refer to the latest version of the APT manual for a detailed description of the process and contents required.**

After review and approval by the Dean's office and the APT committee in the SPH, a further review is carried out by the Provost office and upon approval a formal appointment letter is sent to the candidate by the Provost office.

Promotion Criteria

Broad criteria for promotion of fixed term faculty are described in the APT manual of the SPH (see attached – section 7 of APT manual, revised July 2008). These criteria also cross-reference section 6 (formerly V) of the APT manual for specific criteria of promotion; section 6 makes no distinction between tenure track and non-tenure track criteria and is in fact identified as only applicable to tenure track appointments. However it is useful to follow the process and criteria listed in Section 6 as a guide, with careful judgment being employed to determine to what extent each point listed should be weighted in evaluating non-tenure track promotions. It is important to recognize that fixed term appointments have different promotion criteria from tenure track positions, but that these are not clearly spelled out in Section 6 of the APT manual and PHLP is not directly represented on the APT committee. Thus it is important for the Program Director (via the Director's letter and through presentation to the APT committee) to explain the criteria that apply to PHLP.

With Section 6 as a guide and in particular Section 6. A. (teaching), 6.C. (public health practice) and 6.D. (service) the following describe guidelines and clarifications of the specific PHLP criteria for promotion of fixed term faculty.

A. Time in rank

Following the SPH APT manual (see section 6.G) promotions should be considered no sooner than 18 months for both assistant professors and associate professors to be promoted to next level. It further states that six years is the usual time for an assistant professor to serve and five years is the usual time for an associate professor to serve. Also, the APT manual specifies: "In cases where other professional responsibilities have intervened between the time of the award of the final degree and the appointment to assistant professor at the UNC School of Public Health, and where these other responsibilities are germane to the professorial role, the time spent in these other responsibilities may be credited toward the expected time in rank."(APT Manual, revised July 2008). These can include responsibilities from equivalent level positions held at other departments or schools within UNC prior to joining PHLP.

B. Specific criteria for promotion

Goal completion is the primary criterion for assuring promotion in PHLP. It applies to all levels of promotions within PHLP with greater levels of achievement being required for higher ranks. Candidates should summarize their goals in the career statement.

A consistent record of setting and achieving goals is the minimum requirement for promotion. Goals will vary with the specific role of each faculty member but will follow the goal setting criteria and priorities described above. Specific goals will be weighted according to levels of difficulty and the specific roles and responsibilities of each faculty member and with mutual agreement of the faculty member with their respective concentration and program director. Following the

priorities defined above, PHLP general criteria for promotion are (in order of importance):

1. Teaching excellence, including evidence of continuous improvement, based on peer and student evaluations and examples of innovations and teaching impact. It should also be demonstrated through dissemination in other departments of the SPH or other schools or through any special recognition by peers (e.g. nomination or receipt of teaching awards). Also to be considered is teaching load, as agreed upon to meet the needs of the program. Teaching excellence also spans student advising and supervision of student practicums and masters papers.
2. A documented record of practice and service activities, including administrative activities as appropriate to support the ongoing management of PHLP.
3. A consistent record of high quality publications and presentations with an emphasis on educational scholarship and/or public health/clinical practice (but at a level that is less than would be expected for tenure track faculty). Research faculty would be expected to have higher numbers of publications/presentations than clinical faculty. Dissemination and special recognition of publications and presentations (e.g., best paper awards, invited presentations) will be highly weighted in the promotion process.
4. Research activities will also be considered for promotion, especially research with an emphasis on scholarly contributions to the advancement of public health (e.g., educational scholarship), as opposed to a focus on empirical research.

In all of the above, the mutual definition of specific goals and levels of achievement during the goal setting/assessment process are the primary determinant of level of performance and suitability for appointment or promotion. The range of what activities are to be considered in meeting these definitions, and the definitions of teaching excellence and other criteria span (but do not include all of) those listed in Section 6 of the APT manual. **Detailed specifications of current promotion criteria for clinical appointments in PHLP are attached (last updated Sept., 2008).** Detailed specifications for research appointments are not available as no current research appointments exist in PHLP at the time that these guidelines were prepared (Sept., 2008).

References:

UNC EPA Manual: <http://hr.unc.edu/EPA/faculty/index>

SPH APT Manual (Revised July, 2008):

http://www.sph.unc.edu/faculty_staff/appointments_and_promotions.html

Attachments:

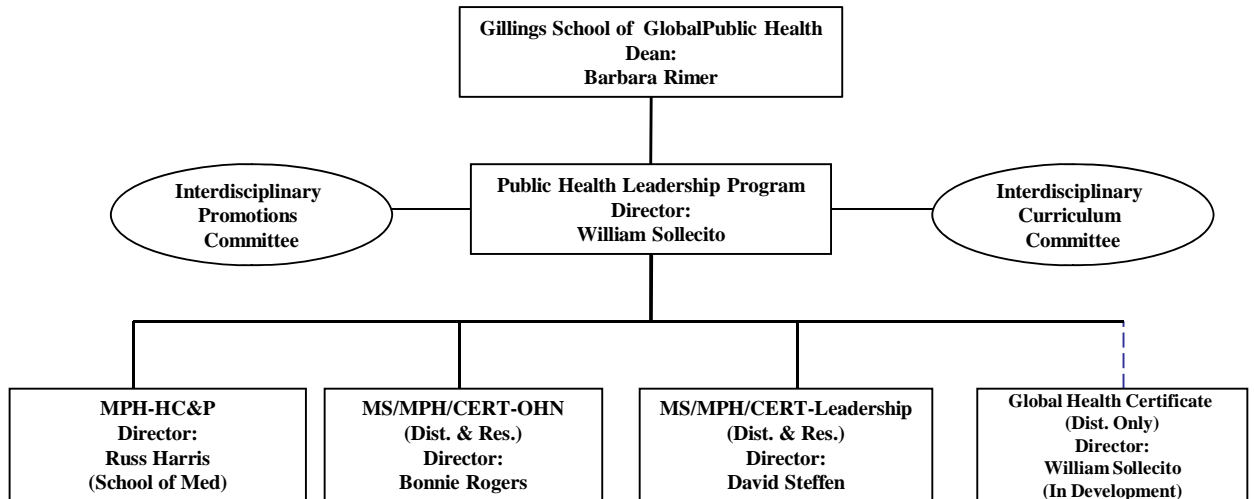
PHLP Organization Chart

APT Section 7 - Specific criteria for Fixed Term Ranks

APT Checklist

Detailed specifications of promotion criteria

**Public Health Leadership Program
Organizational Structure
2008-2009**



***Specific Criteria for Appointments, and Promotion:
Fixed Term Ranks (Section 7 of APT manual)***

A. Clinical Appointments

Faculty members with clinical appointments serve the departments and the School through teaching and/or public health practice. Each of these categories is explained further, below.

Faculty with clinical appointments may teach courses, direct teaching programs, supervise student field work, and provide other important teaching-related activities. In order for faculty with a clinical appointment to be appointed to the rank of, or reappointed at the higher rank of, clinical associate professor or clinical professor, it must be demonstrated that the candidate is fulfilling important teaching needs of the department and/or the School. Furthermore, high-quality teaching as outlined above in Section V.A. must be achieved. Evidence of high quality teaching should be demonstrated through student evaluations of courses, peer review of teaching, and a teaching portfolio.

Faculty in clinical appointments can also serve their department and the School by performing public health practice activities as described above in Section V.C. In order to be appointed to the ranks of clinical associate professor or clinical professor, faculty whose work primarily involves public health practice must demonstrate that they are fulfilling important practice needs of the department and/or school and they must meet the criteria listed above in Section V.C.

B. Research Appointments

Faculty members with research appointments provide important services to the departments and to the School. In many departments research faculty work on teams of faculty and graduate students to write grants and/or to carry out research projects once they are funded. While in some cases research faculty have their own research programs, often such faculty provide various types of support to tenure-track faculty. The availability of such support is often critical to the ability of tenure-track faculty to write research grants and to carry out funded research projects. The criteria for appointment to the ranks of research associate professor or research professor may be somewhat different than for tenure-track faculty.

To be appointed to the higher ranks, a faculty member in the research track must demonstrate a consistent record of having provided important research services to the department and/or the School. Such services include, but are not limited to: assisting in writing grant proposals that are funded, assisting department faculty in carrying out funded research projects, assisting department faculty in producing scholarly research products such as journal articles, book chapters, presentations at professional meetings, etc. In some cases research faculty 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 research. In such cases, the criteria for appointment to the higher ranks are very similar to those for a tenure-track faculty (see Section V.B.) and should be judged by the criterion of "reasonableness." That is, the quantity and quality of work should be deemed to be reasonable for the appointment being sought. Research faculty often are asked to contribute to the teaching mission of their department and/or the School. Where a research faculty member teaches his or her own course, high-quality teaching as outlined above in Section V.A. must be achieved. Evidence of high quality teaching should be demonstrated through student evaluations of courses, peer review of teaching, and a teaching portfolio.

APPOINTMENTS, PROMOTIONS, *and* TENURE COMMITTEE CHECKLIST

Name of Candidate: _____

Requested Action: _____

Department: (Home) _____

(Joint) _____

Effective Date: _____

Letter from Department Chair to the Dean

- ___ Statement of area of excellence (research or practice).
- ___ Vote of the assembled Full Professors must include exact vote (such as “ten in favor, zero against” or “six in favor, four against”), then explain the vote.
- ___ Statement indicating that outside letters are all from individuals independent of the candidate, denoting that two are from a list of names provided by the candidate and two are from individuals selected by the Department Chair.
- ___ Effective date for the recommended action. (For probationary faculty at the rank of Assistant Professor or Associate Professor, the effective date could be as early as the paperwork can make it through the HSAC and the other review committees including the BOT and BOG.)
- ___ If an application is for early promotion (e.g., from Assistant Professor to Associate Professor with tenure or Associate Professor with tenure to Full Professor), *clear* justification must be provided.

AP2

- ___ The AP2 form must be completed and submitted to the APT Committee with this checklist. The on-line AP2 can be used. Note that much of the information requested on the AP2 (line #7) must now be submitted within the CV (see below).

Full Curriculum Vitae

- ___ (Submit a full CV in the “Preferred Order”—in every subhead, reverse chronological, most recent first); ***CV must also include the date that it was last revised as well as page numbers.***

***Personal
Education
Professional Experience
Honors
Memberships***

Publications (Bibliography – on all items, show author order)

- ___ Books and Chapters, **including pages**
- ___ Refereed papers/articles – indicated with an asterisk, **including pages**.
- ___ Refereed unpublished oral presentations and/or abstracts.
- ___ Other unrefereed works, including presentations and book reviews.

Articles

- ___ Three recent pertinent articles are provided (or other similar written materials).

Teaching activities

- ___ List courses for the **past three years**, number of students taught by section.
- ___ Give names of graduate students supervised, thesis or dissertation titles, and completion dates for degree work since employment at UNC-CH.
- ___ Undergraduate honors projects should be included as well.

Contracts & Grants

- ___ Title or topic of funded grants is provided.
- ___ Status as principal or co-investigator is clearly indicated.
- ___ Duration of each award with beginning and ending dates noted.
- ___ Amount of award for entire period of project is indicated. (Note whether award amount is “total” or “direct” funding).

Service

- ___ Service at the Department, School, University, state and national levels is documented and explained.
- ___ Professional and public service is explained.

Practice

- ___ Practice activities are described.
- ___ Evidence presented that new practice ideas have been disseminated.
- ___ Evidence presented of linkage between practice and teaching.

Teaching Portfolio (The contents of teaching portfolio should not exceed 25 pages)

- ___ Documentation of courses taught.
- ___ Number of undergraduate, masters and doctoral students advised. (Specify if chair or committee member and if graduated or current).
- ___ Student evaluations of courses, including summary table.
- ___ Evidence of peer review of teaching.
- ___ Evidence of impact of teaching.

___ Self-evaluation of teaching.

Faculty Mentor Program

- ___ Candidate has received appropriate faculty mentoring towards successful promotion and tenure process.
- ___ Candidate is aware of the School and University timeline for promotion review process and committee deadlines.
- ___ Candidate has provided a list of names and contact information for potential references at least six (6) months prior to submission of the appointment/promotion/reappointment packages.

Letter from External, Impartial Reviewers

- ___ At least four letters for tenure-track faculty (two letters for fixed-term faculty) are required from independent, impartial reviewers with rank at least equivalent to the requested rank. Include all letters received, not a selected subset.
- ___ Each outside letter should have a designation in its upper right hand corner indicating whether the writer of the letter was suggested by the candidate or was chosen by the Department Chair or Dean.
- ___ External reviewers are not people who have co-authored papers or collaborated with this person. *This rule applies to all appointments, including joint appointments for which the primary appointment may be in another school.*
- ___ Additional external letters may be included when the external letter writer is discussing the candidate's contribution to a project that the letter writer directed.
- ___ Copy of a letter from the Chair used to solicit outside letters from reviewers. ***(Please use Provost Office suggested sample as reflected in Appendix 3(a) for tenure-track actions).***

Career Focus Statement

- ___ A written statement that indicates the faculty member's selected area of emphasis (research or practice); a summary of their career up to the present; and defined goals for the next phase of his/her career. The statement should indicate how the candidate's work has affected the health of the public and/or the public health profession. The statement should also address teaching, research, practice and service goals. *

* The "Career Focus Statement" can be submitted in place of the "Teaching Statement" and "Research Statement" as required in the new *Presenting an Effective Promotion/Tenure Dossier* document.* **Revision Date: July 2008**

Public Health Leadership Program
Detailed Specifications of Promotion Criteria
Clinical Appointments
Last updated 9/10/08

Teaching/Advising

All clinical faculty are expected to emphasize teaching /advising in their goals to be considered for promotion. Teaching goals will be assessed based on the following with higher levels required for each successive level of promotion. For key criteria specific levels are indicated.

a) Teaching load

Each faculty member is to serve as lead instructor or co-instructor on one course. For promotion to clinical associate professor or above faculty should be involved as lead instructor or co-instructor on multiple courses. Collaboration and co-teaching as well as serving as guest lecturer in other courses within PHLP and across other departments is especially encouraged. Numbers of courses required for promotion are determined individually and vary directly with program needs and % time that each faculty dedicates to PHLP; these levels are specified in the annual goal setting process.

b) Teaching Excellence and Impact

For all ranks teaching excellence is expected and is to be documented by student evaluations and peer review (as described in the APT manual). Each faculty member must achieve high course evaluation scores and demonstrate implementation of steps toward continuous improvement of courses. Evidence should also be presented of application of current practice standards in all teaching materials and references. Teaching recognition through nomination or receipt of teaching awards (at the school, university or national level) will also be considered in determining level of excellence. Teaching impact should be demonstrated through influence on practice standards and through application of course content to student master's papers, projects or work settings.

c) Teaching Innovation

Promotion to clinical associate professor or above requires demonstration of innovation in teaching as defined by one or more of the following:

- i) Development of new courses or extensive improvement of current courses to address identified needs of program/students
- ii) Use of technology or combination of approaches to meet special needs of program/students
- iii) Efficient application of teaching materials to a broad range of students (e.g. both distance and residential students).
- iv) Ongoing course and curriculum improvements to introduce innovations and evaluation of impact of all innovations.

d) *Dissemination*

Promotion to clinical associate professor or above requires demonstration of dissemination in teaching as defined modification of existing courses (e.g. changing format or adding modules) to meet a broader group of student or program needs or by course adoption in other programs, departments or schools.

e) *Advising Impact*

Each faculty is expected to set advising goals to insure that number of students advised is as needed to balance workload in the program as defined by concentration and program director. Faculty are expected to conform to norms in terms of frequency and quality of interaction with students and completion of necessary tasks (e.g. management of degree plans). Advisors are also expected to have a high degree of impact on advisees as defined by evidence of the following:

- i) Quality and timeliness of master's papers and practicums
- ii) Publication of master's papers by students
- iii) Career advancement of students
- iv) Influence on students in making improvements on their work environment or careers
- v) Timely completion of degree by students

Practice/Service

All PHLP faculty should participate in practice/service to be considered for promotion. This includes participating in funded practice opportunities and unfunded service activities across the SPH and UNC campus, as well as the community and national level. A balance should be demonstrated between teaching load and practice/service load and funding.

Emphasis should be put on practice projects that:

- a) Require the unique expertise of the faculty member
- b) Can be adapted to course examples/cases
- c) Contribute to addressing a public health challenge or result in an improvement of the state of the art
- d) Are interdisciplinary and cut across departments/schools
- e) Include student participation

Publications/Presentations

Publications and presentations are important components of individual goals for promotions, especially for promotion to the clinical associate level or above. While no minimum numbers of publications are required, the number of papers and presentation will be set each year as part of the goal setting process. **In general (to meet APT promotion standards) it is recommended that a minimum of two publications per year be maintained for promotion to the clinical associate professor level and at least one presentation a year, with higher weight for invited presentations. Expected numbers for promotion to the clinical professor level are yet to be defined for PHLP but should exceed the**

numbers defined above. In all cases quality and impact is to be highly weighted with the following qualitative criteria weighted in order of importance:

- a) Advancement of scholarly teaching and practice
- b) Receiving special peer recognition (e.g. best paper award)
- c) Serving as lead author on interdisciplinary publications
- d) Collaboration as co-author (with co-authors from PHLP, other departments or schools) on interdisciplinary publications
- e) Co-authorship with students; especially based on student master's papers or practicums.

Research

Where research is listed as a part of clinical faculty member's goals the following (in order of priority) will be considered as contributing toward promotion, especially for the clinical associate level and above:

- a) Research with an emphasis on scholarly contributions to the advancement of public health, including educational scholarship
- b) Research that is a component of on-going practice projects
- c) Funded research
- d) Serving as PI or co-PI on interdisciplinary research projects
- e) Collaborations with other PHLP faculty or other faculty in the SPH
- f) Research that provides educational or funding opportunities for students
- g) Research that can be expanded or disseminated to other institutions