

## Department of Health Behavior and Health Education Promotion Expectations

May 2009

### PREAMBLE

This document was developed to help members of the Appointments, Promotions and Tenure Committee at the UNC Gillings School of Global Public Health gain insight into standards of excellence for scholars in our department, Health Behavior and Health Education. In implementing the rules of the *Appointments, Promotions, and Tenure Manual* of the School of Public Health (Revised, July, 2008) for promotion and tenure of faculty, the Department applies the criteria described herein. These criteria embody both the standards of the School and the particular mission, disciplines and history of the Department.

This document features many examples of exemplary performance. **However, promotion and tenure should be based on highly individualized judgments of HBHE faculty accomplishment in scholarship, teaching, and service. No single dimension, criterion, or expectation should determine such judgments.** Rather, they should reflect the particular set of accomplishments of an individual candidate for promotion and tenure appraised within the broad framework of the School and Department's expectations. The framework, however, will always embody a candidate's contributions to the knowledge base and practice of public health and the disciplines on which these are based, the training and mentoring of future members of our profession and disciplines, and the health of the broader community.

Four areas: scholarly productivity; support and funding of research; teaching and mentoring; and service. In each area, examples illustrate the level of accomplishment that the Department feels is worthy of promotion. **It should be understood that these examples are not meant to provide discreet criteria for meeting the standards and expectations.** Rather, the judgment that a candidate has met expectations for promotion will be based on the appraisal of the tenured professors within the Department that the quality, impact, and contribution of the work *as a whole* make the candidate worthy of promotion.

As the appraisal of performance in each of the four areas represents careful weighing of details of the candidate's accomplishment in each area, so too will the overall appraisal of accomplishment across all four areas

reflect the overall pattern of the individual's particular strengths. In most successful cases, areas of particularly distinguished accomplishment will come to the fore. In all successful cases, the pattern of accomplishment will reflect overall scholarly distinction in light of Departmental expectations and standards for advancing the understanding or practice of public health.

Several specific considerations should be borne in mind in considering these Guidelines. As with all Departments in the School, work in Health Behavior and Health Education is fundamentally and increasingly multidisciplinary. This interdisciplinarity can complicate appraisal of scholarship. Conventions in one area (e.g., the relative weight accorded first, second or last authorship) may not be shared in, or by, others. Additionally, the fundamentally collaborative nature of much of our work makes difficult the appraisal of individuals' contributions to it. The Department holds the view that its faculty should make distinctive and substantive scholarly contributions to the projects and activities in which they collaborate. Typically, this principle is reflected by first or second authorship of journal articles and by the role of Principal Investigator of funded activities. We recognize, however, other worthy manifestations of distinctive and substantive scholarly contributions and intend that they, too, be recognized in the highly individualized appraisal of candidates for promotion that embodies the Department's philosophy.

Among the types of scholarship common in public health, many faculty in Health Behavior and Health Education focus on research based in the gathering of original data (as opposed to analyses of existing data sources) and on interventional research (as opposed to descriptive or etiological research). Both of these emphases – original data and intervention research – may pose challenges to amassing a large number of publications and are considered in appraisal of candidates for promotion within the Department.

Finally, in contrast to reputed trends toward publication of the “least publishable unit,” the Department encourages its faculty and students to publish their work so as to communicate ideas and findings in a coherent, complete and meaningful manner. Proceeding in this way may reduce the total number of publications while increasing the meaningfulness of the research or scholarship that is published.

**PERFORMANCE EXPECTATIONS FOR PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR WITH TENURE**

Area of Accomplishment	Departmental Standards and Expectations	Examples of Profiles of Accomplishment Meeting Departmental Standards – Please Note: These are <i>examples</i> , not strict codifications of expectations.
<b>Scholarly productivity</b>	By the time materials are prepared to support promotion to associate professor with tenure, candidates will have generated research and scholarship that is recognized as making valuable contributions to public health and/or the candidate’s discipline and is judged to be indicative of future contributions. In this judgment, the trajectory of productivity is considered along with the aggregate number and quality of publications. Generally such scholarly contribution is manifest through publications in leading peer-reviewed journals. For multiple-authored papers, the individual is expected to make substantive and distinctive contributions to the scholarship of the work.	<ul style="list-style-type: none"> <li>• A large number of publications (30 – 40 for an assistant professor) of which a substantial proportion are first or second-authored, and which are focused on a central theme or themes of the candidate’s research focus.</li> <li>• A substantial number of publications (20 - 30 for an assistant professor) that include a set of 5 – 10 that set out a thematic and important contribution to the field and are published in major or leading journals and to which the candidate has made strong and distinctive contribution.</li> <li>• A substantial number of publications (20 - 30 for an assistant professor) of which a substantial proportion are first, second, or last authored along with frequent requests to lecture on the substance of the candidate’s work at national or international meetings or peer institutions and/or along with requests to write chapters on the candidate’s work in major texts or edited volumes in the field.</li> </ul>
<b>Support and funding of research</b>	Success of candidates in developing and gaining substantial support for research and scholarly activities will be measured either through national research grants (such as those from the NIH) if such funding is available for a particular area of research and scholarship, and/or through other awards (e.g., fellowships) that indicate valuing of candidates’ work by their peers and that provide salary support to offset support committed by the Department. Especially given variability in the “funding climate” for many areas of research, current level of funding is relatively less important than a record of research, applications for support, and awarded grants indicative of a long-term ability and commitment to gain support for research. Successful candidates should have experience as principal investigator, or equivalent, on at least one grant or externally funded project.	<ul style="list-style-type: none"> <li>• Extensive support for the candidate’s research, reaching 50 – 70% of the candidate’s own salary, through participation in major projects or centers and in which the candidate’s role reflects scholarly activity, rather than simply technical service, to funded research projects. Experience as principal investigator on at least one grant.</li> <li>• Extensive support for candidates’ research, reaching 40 - 60% of a candidate’s own salary and with the candidate serving as principal investigator for some of this support.</li> <li>• A track record of funded grants and positively reviewed applications that provide a base for competitive revised or additional applications that also show strong likelihood for support of a substantial portion of the candidate’s salary over a period of a number of years. Experience as principal investigator on at least one grant.</li> <li>• Support for scholarly work of the candidate (including career development awards or fellowships) amounting to a substantial portion of the candidate’s salary.</li> </ul>

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<b>Teaching and mentoring</b>	By the end of five years as an Assistant Professor, candidates will have demonstrated sustained, significant contributions to the Department’s teaching mission including the mentoring of graduate students. Candidates will be able to demonstrate the relevance to the Department’s teaching mission of the content taught, excellence of process (i.e., teaching methods), and impact on the Department’s graduate students as well as, in some cases, those of other departments. In general faculty are expected to teach required and/or elective courses, to advise both masters and doctoral students, to chair and serve on doctoral dissertation committees, and to provide financial support from grants or other funding for graduate students. Faculty are also expected to advise masters students in Capstone groups.	<ul style="list-style-type: none"> <li>• The candidate: advises 1-2 masters students per year; supports on grants 1 student per year; has served as chair of 1-2 doctoral dissertations; teaches the equivalent of one required course and one elective course per year.</li> <li>• Similar to example 1 but instead of teaching one required and one elective course per year the candidate co-teaches several required and/or elective courses that serve a relatively large number of departmental graduate students.</li> <li>• In addition to teaching a required course, the candidate has a strong record of mentoring graduate students. The candidate has: chaired 2-3 successful doctoral dissertation committees; published with 5-6 departmental students and graduates; and advised/mentored a number of master’s students beyond what is required for the degree. With the change in the Department’s MPH requirements in 2009, advising and mentoring masters students will be replaced by participating in mentoring of 2 – 3 Capstone Teams during the years as assistant professor.</li> </ul>

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Area of Accomplishment	Departmental Standards and Expectations	Examples of Profiles of Accomplishment Meeting Departmental Standards – Please Note: These are <i>examples</i> , not strict codifications of expectations.
<p><b>Service to the department, school, university, and broader community</b></p>	<p><i>Professional Service</i></p> <p>By the end of five years as an assistant professor, candidates will have demonstrated competence in professional service by contributing to the work necessary for the operation of the Department of Health Behavior and Health Education and to the work necessary for operation of the School of Public Health or the University, and will have contributed to the maintenance and growth of their profession.</p> <p><i>Public Service</i></p> <p>Candidates are expected to demonstrate public service by providing contributions based on their expertise to the betterment of the broader community at the local, state or national level. The candidate can demonstrate <i>public service</i> at the local, state, national or international level. However, public service at the national and international level is not required at this career phase. Public service can be demonstrated through activities that build from the faculty member’s scholarly expertise to improve the health of the public</p>	<p><i>Professional Service</i></p> <ul style="list-style-type: none"> <li>• Candidate regularly serves on one departmental committee, one School of Public Health committee, and one University-wide committee or task force; regularly reviews manuscripts and conference abstracts; participates in a leadership role in one professional organization; has been invited to participate in a panel setting a research agenda in his or her area; and holds one-time membership on special editorial board.</li> <li>• Candidate regularly serves on one department committee, one School of Public Health committee, and one University wide committee or task force; reviews manuscripts and conference abstracts; has been invited to participate in state-wide or nationally prominent activities based on his or her research area of expertise; has been invited to be on a working group to address a topic that builds the science around the candidate’s area of expertise; has participated on a conference planning committee; has served on the editorial board of a professional journal.</li> </ul> <p><i>Public Service</i></p> <ul style="list-style-type: none"> <li>• Candidate could engage in one or more of the following types of activities: serve as a member of a task force; serve on local or state panels or commissions; provide testimony before legislative bodies; consult for local or state public agencies; offer continuing education lectures or courses; supervise student projects which yield primary results that benefit a local or state organization in improving the health of their clientele; or follow through with other work that assists local and state agencies in providing public health-related services.</li> </ul>

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<p><b>Scholarly productivity</b></p>	<p>By the time of recommendation for promotion to full professor, candidates will have continued scholarly productivity through contributions to the professional and scholarly literature, presentations at national meetings, invitations to contribute to influential books and reports, and the like. Additionally, their accomplishments will have resulted in appreciable impact on public health or in the science and practice of a discipline.</p> <p>The examples for this category are grouped into two areas: <b>Scholarly Productivity</b> and <b>Impact on the Field</b>. Both are needed for promotion to full professor.</p>	<p><b>Examples of Scholarly Productivity</b></p> <ul style="list-style-type: none"> <li>• A large number of publications (approximately 60) of which a substantial proportion are first or second authored and which are focused on a central theme or themes of the candidate’s research focus.</li> <li>• Somewhat fewer than 60 publications but, among them, a set of 10 – 15 that set out a thematic and important contribution to the discipline and are published in major or leading journals and to which candidates have made distinctive individual contributions.</li> <li>• Somewhat fewer than 60 publications of which a substantial proportion are first or second authored along with frequent requests to lecture or speak on the substance of the candidate’s work at national or international meetings or peer institutions and/or along with requests to write chapters on the candidate’s work in major texts or edited volumes in the field.</li> </ul> <p><b>Examples of Impact on the Field</b> As documented through external letters of reference and the endorsement of the Department chair:</p> <ul style="list-style-type: none"> <li>• Development and documentation of the value of methodological approaches that are adopted by others in the candidate’s field and credited with improving the research and scholarship in that field.</li> <li>• Development and evaluation of an intervention or intervention approach that is widely used and credited with improving public health.</li> <li>• Through national service (such as on advisory committees, leadership roles, etc.) and <i>based on areas of the candidate’s own research</i> and scholarship, promotion of approaches to public health problems that gain adoption and are credited with improving public health.</li> <li>• Original scholarly work that sets out a model or conceptual perspective that has clear and appreciable impact on research in the field and/or public health services and practice.</li> </ul>

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<p><b>Support and funding of research</b></p>	<p>Sustained success of candidates in developing and gaining substantial support for their research and scholarly activities either through national research grants (such as those from the NIH) and/or through other awards (e.g., career development) that indicate valuing of candidates’ work by their peers and which provide salary support to offset support committed by the Department. Especially given variability in the “funding climate” for many areas of research, current level of funding is relatively less important than a strong record of research, applications for support, and award of a number of substantial grants indicative of a long-term ability and commitment to gain support for research.</p>	<ul style="list-style-type: none"> <li>• Extensive support for candidates’ research, including 50 - 70% of the candidate’s own salary and with the candidate serving as principal investigator for much of this support. Several current grants funded or several grant applications under submission, review, or re-review with clear basis for expectations of success in gaining funding are expected.</li> <li>• Extensive support for candidates’ research, including 40 - 60% of the candidate’s own salary, through major projects or centers, efforts in which the candidate’s role reflects scholarly activity, not just technical service, to funded research projects. Within such projects or centers, holding a leadership role indicative of major contributions to the success of the project or center and strong likelihood of continued support is expected.</li> <li>• Frequent and sustained career development or other support for scholarly work of candidates amounting to a substantial portion of candidates’ salary.</li> </ul>

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<b>Teaching and mentoring</b>	<p>By the time of proposed candidacy for promotion and similar to the Department’s criteria for promotion to tenured associate professor, candidates for promotion to full professor should demonstrate relevance to the Department’s teaching mission of the content they have taught, excellence of their teaching methods, and impact on graduate students both within and, in many cases, outside the department. In general faculty are expected to teach required and/or elective courses, to advise both masters and doctoral students, to chair and serve on doctoral dissertation committees, and to provide financial support from grants or other funding for graduate students. Faculty are also expected to advise master students’ Capstone groups.</p>	<ul style="list-style-type: none"> <li>• Over a number of years (8-10), candidates have a sustained record of the equivalent of advising 1-2 masters students per year; supporting on grants 1-2 student per year; teaching the equivalent of one required course and one elective course per year; and chairing 5-8 doctoral dissertations.</li> <li>• Candidates have a sustained record of contributing to the department’s teaching mission by having taught required and elective courses, having an outstanding record of mentoring students evidenced by a number of co-publications with students, having won a mentoring award, or a long and consistent record of supporting graduate students on grants and who have worked on research projects with the candidate.</li> <li>• Candidates were a masters or doctoral program director for a number of years. In that role a candidate made substantial contributions to improving the teaching program of the department. In addition the candidate taught required or elective courses, advised doctoral and masters students, and mentored several students in various roles. With the change in the Department’s MPH requirements in 2009, faculty will be expected to participate in mentoring 2 – 3 Capstone Teams during the years as associate professor.</li> </ul>

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<p><b>Service to the department, school, university, and broader community</b></p>	<p>The <i>professional</i> and <i>public service</i> of candidates being promoted from associate professor to full professor should reflect their years of experience in a university system and their national/international reputation for scholarship in a designated area. To demonstrate professional service, candidates should have participated on committees at the departmental, school <i>and</i> University levels, playing significant roles such as chairing committees or holding administrative positions. In addition to participating in activities that maintain the profession (e.g. reviewing manuscripts, abstracts, grant proposals; being on editorial boards; being members of professional organizations), candidates are expected at this phase in their careers to have prominent leadership roles in forwarding their profession/area of expertise. Additionally, candidates should be able to demonstrate evidence of mentoring of students, post-docs and/or junior faculty. Their public service should have implications beyond the local and state level.</p>	<p><i>Professional Service</i></p> <ul style="list-style-type: none"> <li>• Significant contributions to the work necessary for the operation of the Department of Health Behavior and Health Education, School of Public Health, <i>and</i> University by being on committees at all three levels <i>and</i> by taking leadership roles such as chairing committees, searches, task forces <i>and/or</i> serving in an administrative capacity such as the director of a program of study, director of recruitment and admissions, deputy chair, associate dean or center director. Additionally some service to other universities is desirable (e.g., writing letters for faculty promotion, being on review committees for units at other universities, and serving on accreditation or educational review boards).</li> <li>• In the area of service to their profession, the candidate is expected to participate routinely in activities for maintaining the profession (e.g. reviewing manuscripts, other scholarly documents, abstracts, and grant proposals; service on editorial boards; leadership in professional organizations). In addition to these activities, candidates are expected to have prominent leadership roles based on demonstrated recognition by others of their scholarship that is intended to forward the candidate’s profession/area of expertise. Such roles include, for example, editor of a professional journal, president or officer of a professional organization, member of NIH, CDC or foundation advisory committees or study sections, member or chair of commissions, panels or task forces related to scholarship or setting scholarship agendas. At this phase in candidates’ careers they should demonstrate evidence of actively mentoring students, post-docs, and/or junior faculty.</li> </ul> <p><i>Public Service</i></p> <ul style="list-style-type: none"> <li>• The public service for candidates being promoted from associate professor to full professor should have implications at the national or international level by demonstrating recognition of the candidates’ expertise and scholarship.</li> </ul>