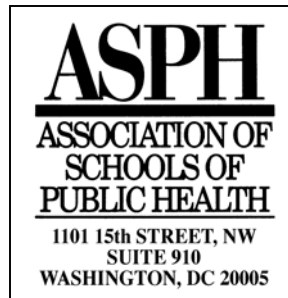


**Examples of Academic Public Health Practice
in Promotion and Tenure Guidelines
at Schools of Public Health
November 2003**



In Summer 2003, ASPH solicited faculty promotion & tenure guidelines (P&T) that recognize and reward the concepts and outstanding faculty activities of academic public health practice as it relates to schools' overarching mission or research, teaching and service. ASPH compiled information from 11 schools of public health. It is interesting to note that although these schools seek to realize and reward public health practice in their P&T guidelines, each institution may or may not use the same verbiage (e.g., *use of word(s) "scholarly service" as opposed to "practice," per say, in the sense of providing benefits or assistance*). Therefore, the examples listed are illustrative because each school is unique in its organizational, policy, fiscal, administrative, and university environments. For more information on the listed school's guidelines, please contact the school's practice coordinators.

References:

- Recommendations
 1. Federal funders of research and academic institutions should recognize and reward faculty scholarship related to public health practice research. *The Future of The Public's Health in the 21st Century*, Institute of Medicine, The National Academies. November, 2002
 2. Academic Institutions should develop criteria for recognizing and rewarding faculty scholarship related to service activities that strengthen public health practice." *The Future of The Public's Health in the 21st Century*, Institute of Medicine, The National Academies. November, 2002
 3. "There should be major changes in criteria used to hire and promote school of public health faculty. Criteria should reward experiential excellence in the classroom and the practice training of practitioners." *Who Will Keep the Public Health? Educating Public Health Professionals for the 21st Century*. Institute of Medicine, The National Academies. November, 2002
 4. Deans, faculty and university administrators to review and establish a definition of academic public health practice¹ as it applies to research, teaching and service in schools of public health. This includes the review and, if necessary, redefinition of university policies, including changing standards that govern promotion and tenure of public health faculty. *Demonstrating Excellence in Academic Public Health Practice*. Association of Schools of Public Health, Council of Public Health Practice Coordinators. June 2000.

Schools of Public Health with Practice-based Promotion and Tenure Guidelines

1. Boston University, School of Public Health
2. Emory University, Rollins School of Public Health
3. Harvard University, School of Public Health
4. Johns Hopkins, Bloomberg School of Public Health
5. Mel and Enid Zuckerman Arizona College of Public Health
6. State University of New York at Albany, School of Public Health
7. University of North Carolina at Chapel Hill, School of Public Health
8. University of Pittsburgh, Graduate School of Public Health
9. University of South Carolina, Arnold School of Public Health
10. University of Texas at Houston, School of Public Health
11. University of Washington, School of Public and Community Medicine

ARTICLE II Faculty Appointments and Promotions

Section A. Qualifications for Appointments and Promotions

1. Titles and Definitions

- a. Instructor: A person who through work in graduate programs has demonstrated adequate qualities of scholarship and potential for faculty advancement. An instructor will usually possess the Ph.D. or M.D. or equivalent degree as applicable within his/her discipline.
- b. Assistant Professor: A person who has displayed the potential for development of the special qualities needed for higher academic faculty rank and achievement in his/her field of interest. He/she would ordinarily have exhibited a commitment to teaching and the propensity for scholarly work of high caliber. He/she should usually possess the Ph.D. or M.D. or other equivalent degree as applicable within his/her discipline.
- c. Associate Professor: A person who has demonstrated excellent knowledge and judgment in his/her chosen discipline. Ordinarily he/she would be regarded as an effective teacher and would be well recognized outside of the institution for his/her scholarly work. In addition he/she would usually be participating in public or professional service including service to the University. He/she would usually possess the Ph.D. or M.D. or other equivalent degree as applicable within his/her discipline.
- d. Professor: A person who possesses distinctly superior knowledge and judgment in the practical and theoretical aspects of his/her chosen discipline. He/she would ordinarily be making significant contributions as an effective teacher and would have a national or international reputation for his/her scholarly work. He/she would usually be involved in public or professional service including service to the University. He/she would usually possess the Ph.D. or M.D. or other equivalent degree as applicable within his/her discipline.
- e. Research faculty - Research Instructor, Assistant Research Professor, Associate Research Professor and Research Professor: Any person who fulfills the qualifications of the faculty titles described above but whose primary activity is limited to scientific investigation. The principal criteria for these titles are scholarly productivity and recognition of original work.
- f. Clinical faculty - Clinical Instructor, Assistant Clinical Professor, Associate Clinical Professor and Clinical Professor: Any person who fulfills the qualifications of the faculty titles described above (a.-d.) but whose primary activity is limited to public health practice and/or patient care. The principal criterion for these titles is the contribution of the individual to the teaching programs of the School.
- g. Emeritus: A term which may be used to modify the rank of a retired faculty member. Faculty with professorial rank are eligible for the designation.

2. Collateral Titles and Definitions

- a. Associate: A person who contributes to the teaching and academic mission of the school but who is not eligible for the rank of Instructor. The rank of Associate may be modified by Teaching, Clinical or Research depending upon the primary activity of the appointee.
 - b. Lecturer: A person of recognized ability who is an occasional teacher at the School.
 - c. Adjunct: A term which may be used to denote a person whose primary academic appointment or place of employment is at another institution but who regularly contributes to the academic teaching and/or research mission of the School. This person would hold his/her primary title modified by the term "Adjunct", e.g. Adjunct Research Professor, Adjunct Assistant Professor.
 - d. Visiting: A term which may be used to denote a person at an equivalent institution whose primary identification remains with the other institution but who is working for a limited period of time in the School. This person will hold his/her primary title of Assistant Professor, Associate Professor or Professor modified by the term "Visiting". This is a temporary appointment for the duration of his/her work at Boston University.
4. Faculty members shall have identified in their titles the name of the Department with which they are affiliated, e.g. Professor of Environmental Health. The Departments are listed in Article IV, Section A.

Section B. Methods of Appointment and Promotion

1. Professors

- a. To appoint or promote to the rank of professor, the Chair of a Department shall recommend the candidate to the Dean who shall forward the recommendation to the Appointments and Promotions committee. Upon that committee's approval, the Dean shall appoint an ad hoc committee to consider and investigate the qualifications of the candidate. The Dean shall submit the ad hoc committee's recommendation to the Executive Committee for consideration.
- b. The recommendation and report of an ad hoc committee for a professor shall be circulated to the members of the Executive Committee at least one week prior to the date of the meeting at which the candidates will be considered. If the Executive Committee approves a recommendation to the rank of full professor, the Dean shall forward the recommendation to the Medical Campus Provost for approval.

2. Other Appointments and Promotions

To appoint or promote a faculty member to a rank set forth in Article II , Section A.1, other than professor, the Chair of a Department shall recommend the candidate to the Dean who shall forward the recommendation to the Appointments and Promotions committee. Upon that committee's approval, the Dean shall submit its recommendation to the Executive Committee for consideration. If the Executive Committee approves the recommendation for appointment or promotion, the Dean shall forward the recommendation to the Medical Campus Provost for approval.

3. Appointments and Promotions to Collateral Ranks

To appoint or promote to a rank set forth in Article II , Section A.2, the Chair of a Department shall recommend the candidate Appointments and Promotions committee. Upon that committee's approval its recommendation shall be submitted to the Dean. Upon the Dean's approval the recommendations shall be submitted to the Executive Committee for consideration. If the Executive Committee approves a recommendation for appointment or promotion, the Dean shall forward the recommendation to the Medical Campus Provost for approval.

4. Appointments of Candidates Without Doctoral Degrees

In making recommendations for candidates who do not possess a Ph.D., M.D. or equivalent degree, the Dean shall consider the following criteria: 1) teaching effectiveness; 2) scholarly and professional achievement; 3) research as evidenced by published and unpublished works; 4) supervision of graduate studies; 5) advisory and counseling service to students; 6) membership and contributions to professional societies; 7) contributions to educational and administrative programs of the University; 8) professional activities in the community; 9) personal attributes of integrity, industry, objectivity, leadership and cooperation. The Dean shall forward the recommendation as described in Article II Section B. 1., 2. or 3. depending upon the title that is recommended.

Emory University
The Rollins School of Public Health

Note: Emory distinguishes between public health practice and service.

Criteria for Service in Promotion and Tenure

The current APT Guidelines lists "Service" as one of three criteria for promotion and tenure, the others being research and teaching. Service is described as follows:

"The third evaluation criterion is professional service to the School, the University, the community, professional organizations, various levels of government, and the national and international public health community. Evaluation of service includes the faculty member's competence and integrity, national and international reputation as a consultant and advisor, election or appointment to office in professional societies in his/her field, receipt of honors/awards from professional societies, membership on editorial boards and appointment to professional service committees. Active and effective participation in various administrative, advisory and other service activities to the School and to the University are crucial elements of professional service. Individuals considered for initial faculty appointment at all ranks should display a clear willingness to participate actively in service at the School. Administrative contributions may also be considered but generally these are recognized by appropriate titles rather than academic promotion or appointment.

In describing appointment or promotion to the rank of Associate Professor, RSPH guidelines indicate the following about the role of Service and its relationship to other criteria.

"Candidates should be active participants in the diverse professional service activities of the School, the University, the academic world, and the public health community at large. Since the School has a responsibility to promote public health in the community at large, in addition to its role in the scientific community, service also is vital to its mission.

Evidence of sustained and increasing potential in each of the three areas of scholarship, teaching and service should be clear. Moreover, candidates should be identified as those whose particular field of knowledge and skills are those needed by the School and the University in discharging its fundamental academic and service responsibilities during future years.

Ideally, candidates should display excellence in the areas of scholarship, teaching and service. However, it is recognized that in order to fulfill the missions of the School and the University, it often is necessary for particular faculty members to concentrate their efforts in one or two of the three areas at the expense of the other(s). Thus, an individual can be promoted to the rank of Associate Professor, even though that individual had only adequate accomplishments in one or two areas. Note, however, that the primary emphasis for an academic is scholarship. It is emphasized that in only exceptional and rare circumstances will an individual with limited accomplishments in scholarship or deficiencies in teaching or limited participation in service be promoted to the rank of Associate Professor. "

The guidelines are not specific about how these same criteria are to be considered for appointment or promotion to the rank of Professor. They are as follows:

"The most crucial attribute of a Professor is that the candidate should have a national or international reputation for excellence in the discipline and should exhibit leadership and dedication to the School.

The evaluation criteria described above for an Associate Professor also are relevant for the rank of Professor. The important difference is that the candidate for promotion to the rank of Professor should have appreciably more accomplishments than at the rank of Associate Professor. As for an Associate Professor, a balance of excellence in each of the three areas of scholarship, teaching and service is

expected. However, the promotion to the rank of Professor will be considered if the candidate displays exceptional accomplishments in one area (usually scholarship) and more limited accomplishments in the other two areas. "

Finally, the RSPH guidelines suggest the following as documentation of achievement in Service.

1. "Committees which the candidate has chaired or served upon for the School, University, professional societies, and government at the federal, state and local level."
2. "Elected or appointed office in professional societies. "
3. "Teaching activities outside the University, including continuing education."
4. "A list of journals for which the nominee has acted as a referee or served on the editorial board, including dates of service as an editor."
5. "Fellowships received for non-research activities. "
6. "Technical assistance including consulting given in the School, the University, to local, state or national public health agencies or other organizations."

Definition of Public Health Practice

As presently construed, for the purposes of promotion and tenure, public health practice has the following connotations:

- a faculty member works with a national, state, or local health agency, or directly with a community, to help solve some current public health problem;
- often the role of the faculty member is one of collaboration with health agencies and communities, rather than the more traditional role of "principal investigator;"
- the results of the work are directly and immediately applicable, as compared to the more "distant" application of research findings;
- practice usually involves helping health agencies assess public health problems or, plan, implement or evaluate public health programs;
- practice often involves helping communities or health agencies assess public health problems, assure the delivery of public health services, or develop public health policies;
- practice often involves the faculty member in direct contact with communities or populations that are the clients, recipients or beneficiaries of public health programs or services;
- the program planning, implementing and evaluating process is often long-term and time intensive;
- the "scholarly" product of practice is in the form of technical reports, presentations to professional meetings, organizational program documents;
- practice often has an advocacy component;
- there is a linkage between a faculty member's practice experiences and the teaching of public health graduate students; such linkage may be in the classroom or it may be in supervised field experiences, or other similar types of experiences in which graduate students work with or under the supervision of the practice faculty member;
- there can be a research component to practice: practice oriented research is defined by communities/agencies and. deals with immediate problems; the practitioner/researcher collaborates with communities/agencies and the research is jointly owned;
- practice may directly facilitate the research of others as in the case of biostatistical or methodological collaboration

- there can be a service component to practice: practice oriented service is community and/or health agency based, is long-term, and helps communities and/or agencies define, and/or solve immediate public health problems;

Documentation of Achievement in Public Health Practice

Competence in public health practice can be demonstrated by providing the following types of materials and information at time of promotion and tenure:

1. Description of public health practice activities.
2. For each practice project, the nature and duration of the project, and the role played by the faculty member.
3. Documentation that the practice contributions have had important effects on policy, and/or on a community, agency or program.
4. Evidence that the practice activities involved or resulted in the creation or development of new public health knowledge.
5. Evidence that the public health practice activities have contributed to the teaching activities of the faculty member and/or the department; for instance, that teaching is directed at practice issues such as assessing public health problems, assuring the delivery of public health service, or developing public health policies.
6. Evidence that teaching contributions include linking classroom activities and other teaching activities with public health agencies.
7. Evidence that new knowledge, methods, or policies derived from the candidate's public health practice have diffused to other communities, or health agencies.
8. Evidence that new practice ideas, policies, programs, methods, etc. have been disseminated through publications. In addition to articles in refereed journals, "publication" can mean producing technical reports that are used by public health agencies and/or communities to help them assess public health problems, assure the delivery of public health services, or develop public health policies. (The equivalent of peer review of such technical reports is evidence of their impact, e.g., letters indicating that a technical report was used to help assess public health problems, assure the delivery of public health services, or develop public health policies. The impact of technical reports should also be documented by independent reviewers.)
9. Receiving honors or awards in recognition of outstanding contributions to public health practice.
10. Invitations by other institutions or health agencies to help plan, organize or review public health practice activities.
11. Appointments to national commissions, committees, boards, etc. related to public health practice.
12. Grants and contracts received to fund public health practice activities.

Definition of Service

There are two types of service recognized for the purposes of promotion and tenure: service to the profession, and service to the university. Each is defined below:

Service to the profession refers to such activities as holding major leadership positions in professional organizations (e.g., American Public Health Association), serving on editorial boards of highly regarded professional journals, and serving on national or international boards, commissions, review panels, etc.

Service to the university refers to administrative roles in the department, school, and university. Such university service includes membership on, and especially leadership of, committees.

All tenure track faculty must share in the work necessary to maintain the operation of the institution. Furthermore, faculty are expected to contribute to the growth of the institution through efforts that are aimed at improving programs and facilities. Faculty are also expected to contribute to the maintenance and growth of their profession. Finally, faculty are encouraged to serve the community at large in a professional capacity that enhances the stature of the university. Thus, promotion to any rank requires at least "adequacy" in service.

Documentation of Achievement in Service

Examples of service activities related to the university, the profession and the community include:

1. membership on committees of the department, school and/or university, or within the profession;
2. other contributions to faculty governance (e.g., conducting special studies for department, school or university);
3. serving in administrative capacities for department, school, center or university (e.g., department chair, deputy chair, dean, associate dean, center director);
4. membership in and/or leadership of professional organizations;
5. serving as an editor of a professional journal;
6. reviewing manuscripts for professional journals;
7. participant or consultant to accrediting and other educational review boards (e.g., being a member of a CEPH site visit team);
8. membership on boards and committees in the community-at-large in a professional capacity (e.g., serving as a member of a county health department board).
9. membership on national or international committees, board, etc.
10. informal consultation with colleagues on matters related to the design of research, development of research proposals, analyses of data for reports and publications, review of draft manuscripts prepared for publication, etc.

PROMOTION ON THE BASIS OF SERVICE – April 2003 addendum

Excellence in Service

In addition to the requirements for *adequacy* in Service, *excellence* in service requires the documentation of practice-based activities that have a demonstrated substantial impact on: 1) the improvement of public health; and/or 2) the effectiveness of organizations and programs that deliver services to improve public health.

These contributions should have a scholarly origin in that they significantly advance knowledge or techniques in the field.

These contributions should be disseminated in writing, normally peer reviewed journals and books, but may also include other forms of writing and presentations.

These contributions should be recognized by peers in the field of academic public health as significant and valued by the public health community through funding or other indicators of support.

Adequacy in Service

All faculty are expected to participate in the governance or functioning of the university. Such activities may occur at the department, school or university level.

All faculty are also expected to be active professionals in their fields. This may include:

- serving professional societies (e.g., participation in association functions or meetings, receipt of awards/honors from those associations, holding appointed or elective leadership roles, etc.)
- serving as expert consultants (e.g., advisor or on advisory panels for private or governmental public health agencies, serving on study section panels for funding agencies, providing assistance and advice to organizations and agencies, grant reviews, etc.)
- serving as a peer reviewers for publications (e.g., editorial boards of journals, advisory editor for a book series, referee for major journals, etc.)

Adoption of Non-Tenure Clinical Track (CT) and Research Track (RT) Lines

Requires Amendment to Guidelines for Appointment, Promotion and Tenure: New Section 12

12. Appointment of non-tenure (non-continuous or limited clinical track (CT) and research track (RT))
 - A. The Clinical and Research Tracks are used for non-continuous limited appointments of faculty who have earned a doctoral degree in field and whose credentials do not meet the requirements necessary for a tenure track appointment; or who are expected to play a role in the school that would not normally result in accomplishments that would meet the requirements for the awarding of tenure; or for the appointment of faculty who might otherwise be qualified for and receive a tenure-track appointment but for whom a tenure track line is unavailable. These appointments are not bound by the Emory University requirement that promotion must be accomplished within seven years.
 1. There are four levels of non-continuous or limited faculty rank in the Clinical and Research Tracks: Instructor, Assistant Professor, Associate Professor and Professor. The other non-continuous or limited faculty ranks of Associate or Senior Associate are described in sections 5 and 6.
 2. These designations (CT or RT) following a given rank are intended for internal department files, university personnel actions the school catalog listings and official university rosters. The designations are not required in other capacities when faculty rank may be designated.
 3. The designation of Clinical Track is normally given to faculty whose principal activity is in training or in the practice of public health. Clinical Track faculty may participate in a range of activities and are expected to contribute service to the school.
 4. The designation of Research Track is normally given to faculty whose principal activity is in public health research. Research Track faculty may participate in a range of activities and are expected to contribute service to the school.
 5. Clinical and Research Track faculty, not being in the tenure track (i.e., being limited or non-continuous), are annually renewable and appointments vary in duration depending upon the need for which they were hired.
 6. Faculty appointed to the Clinical or Research Track are normally expected to play a significant role in supporting their salary with external funding either through their own initiative or through services supported by externally funded projects in the school.
 7. These faculty appointments are to be made in accord with the same procedures as have been established for tenure track faculty appointments as described in section 15 [currently 14].

8. Faculty appointed to Clinical or Research track positions are eligible to apply for tenure track positions in the school when such positions have been announced and advertised as part of an authorized search process.
 - a. Criteria for Non-Tenure Clinical and Research Track Appointment and Promotion
 1. Instructor (CT & RT)
Instructors usually have an earned doctorate in their field of study, are in postdoctoral training status or are very close to obtaining the doctorate. The Chair or Director nominating a faculty member for the rank of instructor must submit a dossier identical to that for the appointment of an Instructor in the tenure track (see section 7).
 2. Assistant Professor (CT & RT)
Appointment or promotion to the rank of Assistant Professor is normally extended to individuals with a doctorate degree in the relevant academic field who display evidence of competence and promise in public health training or practice (CT) or research (RT). The chair or director nominating a faculty member for the rank of Assistant Professor (CT or RT) must submit a dossier identical to that for the appointment of Assistant Professor in the tenure track (see section 8).

Individuals at the rank of Assistant Professor in the non-tenure track (CT & RT) may remain at that rank indefinitely. However, it is normally expected that an Assistant Professor in the non-tenure track will be promoted to an Associate Professor in the non-tenure track after a maximum of seven years of continuous service, if appropriate professional accomplishments have been achieved. Unless exceptional circumstances prevail, the minimum amount of time at the Assistant Professor rank before possible promotion to Associate Professor is three years. Reappointment to the rank of Assistant Professor in the non-tenure track follows the procedures outlined for the tenure track (see section 8).

3. Associate Professor and Professor (CT & RT)

Persons being considered for appointment or promotion to the rank of Associate Professor or Professor must demonstrate excellence in either training or practice (CT) or research (RT) at a level that is comparable to tenure track faculty appointed to the Associate Professor or Professor levels. Criteria specified for tenure-track faculty in each of those categories are applicable and the Chairs or Directors nominating a faculty member for the rank of Associate Professor or Professor must submit a dossier identical to that for the appointment of an Associate Professor or Professor in the tenure track (see sections 9 and 10).

Reappointments at the rank of Associate Professor and Professor in the nontenure track are at the discretion of the Chair or Director after consultation with the Dean. They may remain at the rank of Associate Professor indefinitely. Unless exceptional circumstances prevail, the minimum amount of time at the Associate Professor rank before possible promotion to Professor is four years.

Adopted by the Rollins School of Public Health by a vote of the Chairs Group, in April, 2003, at the recommendation of the Faculty Senate and Appointments Promotion and Tenure Committee

Harvard University
School of Public Health

Procedures to review an internal candidate for a term professorship in public health practice

1. The chair discusses the proposed senior position with the dean, including the rationale for creating the position, the qualifications of the internal candidate, and the views of the department's senior faculty.
2. With the dean's approval, the department chair writes to SCARP requesting the review.
3. The candidate is asked to prepare a complete dossier, to include as appropriate:
 - an assessment of accomplishments: multi-year contributions to the field with identification of specific publications, specific original ideas, and/or programs
 - a comprehensive CV, bibliography, and copies of selected publications
 - evidence of excellence in the practice of public health; impact and identification of specific programmatic contributions; evidence of leadership in community intervention or educational programs
 - evidence of teaching excellence, including summaries of course evaluations and teaching prizes; a list of courses taught (with enrollments), advisees, and dissertations supervised
 - documentation of patents or other intellectual property rights
 - any other material considered relevant by the nominee
4. The Committee on Public Health Practice Appointments, supplemented as appropriate with one or more members from outside HSPH who are experts in the candidate's field, convenes to review the appropriateness of the position and of the candidate for the position. The first meeting is devoted to the following tasks:
 - identifying a member of the committee who will serve as chair for the purposes of this review
 - identifying outside experts from whom to request an evaluation of the nominee's accomplishments, contributions to the school and to the field, and future promise
 - identifying any additional information the committee would like the candidate or the department chair to provide
 - considering whether to invite the department chair or the candidate to meet with the committee
5. The committee evaluates the candidate on the basis of the needs of the school and its academic programs as well as on the individual's qualifications, contributions, and record of scholarship. The candidate should be evaluated according to the practice criteria and in comparison with other senior individuals in the field who meet the criteria for a professorship based on excellence in the practice of public health. Upon completion of the review, the committee forwards a report and recommendation to the dean and, if favorable, for review by SCARP.

BLA 4/24/01

Procedures for Assessment of Nominees for Appointment as Assistant or Associate Professor Based Principally on Leadership in Public Health Practice

From time to time, it may be determined that a faculty member on the research track (tenure ladder), given the nature of his or her work and its importance to the practice mission of the school, is more appropriate for the public health practice track. In such a situation, the review procedures below are followed.

1. The chair discusses the proposed practice position with the dean, including the rationale for creating the position, the qualifications of the internal candidate, and the views of the department's senior faculty.
2. With the dean's approval, the department chair writes to SCARP informing the committee that the department will undertake such a review.
3. The department compiles a report, including the following materials:
 - an assessment of the nominee's accomplishments: multi-year contributions to the field with identification of specific publications, specific original ideas, and/or programs
 - a comprehensive CV, bibliography, and copies of selected publications
 - evidence of excellence in the practice of public health; impact and identification of specific programmatic contributions; evidence of leadership in community intervention or educational programs
 - evidence of teaching excellence, including summaries of course evaluations and teaching prizes; a list of courses taught (with enrollments), advisees, and dissertations supervised
 - any other material considered relevant by the department
4. The Committee on Public Health Practice convenes to review the department's report, the appropriateness of the position in light of the needs of the school, and the qualifications of the candidate for the position, based on the "Standards to Qualify for Appointment ... Based Principally on Leadership in Public Health Practice."
5. The Committee on Public Health Practice sends its report and recommendation to the dean. If favorable, the committee's report, with the department's report appended, are then forwarded to SCARP.

Notes:

- Slightly different procedures apply to the review of a faculty member for a full professorship in public health practice.
- An open search on the public health practice track follows usual search procedures, except that the creation of the position and the qualifications of the successful candidate are considered by the Committee on Public Health Practice Appointments before the request for a search and the search committee report, respectively, are submitted to SCARP.

BLA 9/11/01

Procedures for the Transition of Term Professor to Tenured Professor

The Harvard School of Public Health has developed criteria for the appointment of term professors on the basis of their accomplishments in practice or education. In situations where a term professor's efforts and achievements have shifted over time to more closely resemble those of tenured faculty, the appointing department may wish to create an opportunity for the faculty member to compete for a tenured professorship in an open search. The process for creating such an opportunity is as follows:

1. The department chair and the term professor discuss the possibility of creating a tenured position for which the term professor would be a candidate. The term professor is asked to prepare a dossier for review by senior faculty in the department.
2. If the department's senior faculty agree that there is a need in the department for a tenured professor in the term professor's field and that the term professor is qualified for a tenured professorship, the department chair meets with the dean to discuss the possibility of creating a tenured position for which the term professor may compete. This discussion will cover the individual's qualifications, the needs of the department, and the availability of resources. It is understood that, if a search is undertaken and a candidate other than the term professor is recommended for appointment, the department is committed to hiring the successful candidate. For this reason, the dean and the department chair should also consider whether the department will have the capacity to retain the term professor beyond the current term if he or she is unsuccessful in the search. If the department lacks the capacity to support both professors, this risk should also be discussed with the term professor.
3. Before deciding whether to authorize a search, the dean may conduct his own assessment of the term professor's qualifications and may solicit the views of outside experts.
4. If the dean authorizes a search for a tenured professor in the term professor's field, SCARP is notified that a search will be undertaken, and the search is conducted according to the school's usual search procedures.

A decision not to proceed with a search at this time does not preclude the possibility that a search in the term professor's field may be authorized at a future date. It is expected that at least a five-year interval would pass before consideration would again be given to launching such a search.

Harvard School of Public Health
Standards to Qualify for Appointment at Each Faculty Rank Based Principally on
Leadership in Public Health Practice*
And Evidence to Indicate Standards for Appointment are Met

Appointment as Assistant Professor	Appointment as Associate Professor	Appointment as Professor
<ul style="list-style-type: none"> • Evidence of a high level of competence in the practice of public health. Use of innovative approaches and/or technologies in community-based interventions or educational programs. • Communications to professional or lay audience about public health issues, in books, magazines, newspaper articles, or electronic media. • Postdoctoral experience with a major commitment to public health practice. • Recognition by peers and community members as an outstanding public health practitioner. Evidence of a developing leadership role in health-related government or community service organizations. • Dissemination of knowledge and experience in public health practice. Excellence in teaching the practice of public health (for reappointment only). 	<ul style="list-style-type: none"> • Development of a regional/national reputation for excellence in the practice of public health. Introduces and evaluates innovative approaches for public health practice, and develops standards for public health practice. Has collaborative role in community intervention or educational programs. • Continuing communications about public health practice issues, including major reviews, analytic studies, chapters, and textbooks. • Development of a leadership role in health-related government or community service organizations. • Recognition for being among the best as a teacher of the practice of public health. Serves as a role model of a public health practitioner for students and postdoctoral fellows. Evidence of having stimulated trainees and colleagues to publish on public health practice. • Active participation in and development of leadership role in regional or national professional organizations. 	<ul style="list-style-type: none"> • National/international reputation as an authority in the practice of public health. Introduces and evaluates innovative approaches to public health practice and develops standards for public health practice. Has leadership role in community intervention or educational programs. • Scholarly communications about public health practice issues including major reviews, analytic studies, chapters, and textbooks. Major impact on and participation in the development of national standards for public health practice. • Excellence in teaching of principles and methods of public health practice to students, fellows, and continuing education participants. • Leadership in professional organizations. Active participation in the development of the policies and programs of those societies. Recognition as a leading public health practitioner through the receipt of awards and honors from professional societies and government organizations.

* These appointments are for 3 to 5-year terms.

Johns Hopkins University
Bloomberg School of Public Health

Criteria for Appointment at the Rank of Professor

Recruitment for all tenure-track positions must have been discussed by the Committee of the Whole and approved by the Dean. Such positions will only be filled following a national search. The search process must be documented in the Affirmative Action Form and its compliance monitored by the Dean.

The most important general criteria are that the candidate should be recognized nationally and internationally as a leader in a field of endeavor related to the public's health and should exhibit dedication to his/her profession, students, and the School.

The candidate should exhibit the qualities of: a scholar through the production of original knowledge and its dissemination; a teacher who is capable of communicating effectively with students; and a leader and active participant in the diverse professional service activities of the School, the University, and the community at large. Evidence of sustained accomplishments and potential for continued growth in these areas should be clear. Moreover, the candidate's particular field of knowledge and skills should be identified as relevant to the School's fundamental academic responsibilities and goals.

For each individual, scholarship represents original research, innovations in public health practice, or an appropriate balance between the two. . Scholarship involves originality of thinking as well as the ability to communicate effectively with the scientific and professional community at large. Scholarship is evidenced by continuing publication of original work in respected journals, books, monographs, and original reports.

Evidence of exemplary educational contributions in the areas of directing and mentoring graduate students in masters, doctoral, postdoctoral and professional practice educational programs, designing academic programs, development of educational materials, classroom and non traditional teaching venues, and service on departmental, School, and University academic committees.

Because the School of Hygiene and Public Health has a special role not only in the scientific community but in the broader community, evidence of the candidate's participation in professional service and practice activities is an important component of the evaluative process.

Within these broad guidelines, it is the responsibility of the Committee on Appointments and Promotions to weigh carefully the attributes of each nominee and to recommend accordingly to the Advisory Board. More specific guidelines are articulated in the Appointments and Promotions Guidelines for Ad Hoc Committees.

Mel And Enid Zuckerman Arizona College Of Public Health

Preamble

The Mel and Enid Zuckerman Arizona College of Public Health (MEZACOPH) supports and promotes a diverse inter-disciplinary faculty, and is committed to faculty development and advancement through a flexible set of Promotion and Tenure Guidelines. MEZACOPH recognizes that, in the pursuit of the highest academic ideals, adherence to acknowledged standards of professional conduct and academic productivity is essential. Therefore, these policies and procedures are established pursuant to paragraph 3.11 of the University Handbook of Appointed Personnel (UHAP), to be read in paragraph P, Section 6-201 of the Arizona Board of Regents Policy Manual. They are intended for use in conjunction with the ABOR Conditions of Faculty Service.

Each member of the faculty is appointed subject to the duties and responsibilities detailed in the **ABOR-PM 6-201**, et seq. and Chapter 3 of UHAP, and is entitled to all the rights, privileges, duties and limitations set forth therein. Appointments become effective when approved by the President. Appointment procedures are set forth in the University's Recruitment Policy.

Initially, all faculty members receive a Notice of Appointment. Thereafter, appointments and renewals of appointments shall be for the period designated in the Notice of Reappointment, but in no event shall the appointment be longer than one fiscal or academic year. No oral or written communication made prior to or after the execution of a Notice of Appointment that is inconsistent or in conflict with terms of the Notice of Appointment or the Conditions of Faculty Service (**ABOR-PM 6-201**, as amended) shall become a part of the conditions of employment (**UHAP 3.08**).

MEZACOPH will support two faculty tracks – Tenured/Tenure-eligible (TE) governed by **UHAP 3.12**, and Nontenure-eligible (NTE) governed by **UHAP 3.13**. The specific track will be indicated in the Notice of Appointment. All MEZACOPH faculty will have the designation “Public Health” as part of their titles. As listed in UHAP definitions, faculty ranks in both the tenured/tenure-eligible and the nontenure-eligible tracks are Professor, Associate Professor, and Assistant Professor. In addition, the rank of Lecturer is available in the nontenure-eligible track.

All candidates for promotion must have peer-reviewed publications irrespective of the faculty track. The difference between the two tracks is that the TE track requires excellence in performance in all three areas of research, teaching and service. In addition, the TE Track requires that either promotion from Assistant to Associate Professor is achieved by the end of the sixth year in rank or the faculty member's appointment is not renewed. The NTE track allows more flexibility in determining primary activity based on faculty expertise, with the expectation that all faculty will contribute to the MEZACOPH research, teaching, and service mission.

I. Appointment, Promotion and Tenure Guidelines for Tenure-Eligible and Tenured Faculty

Rules of Tenure-Eligible and Tenured Faculty Appointment

This section applies only to tenured and tenure-eligible faculty members as defined in **UHAP 3.01**. For the purposes of definition of rules and procedures regarding successive renewal, nonrenewal, promotion and tenure of tenure-eligible and tenured faculty, **UHAP 3.12** shall apply as the definitive reference. The criteria for consideration of tenure shall be the same as those for appointment or promotion to Associate Professor or Professor. In cases where both promotion and tenure are considered, neither issue may be evaluated separately from the other.

Faculty members appointed to the Tenure-Eligible and Tenured track must be employed full time (51% or greater, documented by percent FTE) in the programs of MEZACOPH.

All Tenure-Eligible and Tenured appointments are based on demonstrated outstanding potential and/or achievement as public health academicians and teachers. Further, it is necessary to demonstrate potential in service to both the University and the community.

Assistant Professor (UHAP 3.12.04)

Initial appointments at the rank of Assistant Professor should be made only to persons who show promise for promotion to higher ranks, and should be made only to persons who hold the terminal degree. The individual should show potential for significant achievements in teaching, research, and professional service (including public outreach/public health practice). For appointment as Assistant Professor, the significance and originality of the research efforts will be considered to be as important as quantity.

Associate Professor (UHAP 3.12.05)

Appointment or promotion to this rank should be considered only for those who have demonstrated outstanding ability in discharging responsibilities without supervision. A record of sustained scientific achievement since appointment or promotion to the previous rank must be documented. The individual must have demonstrated accomplishments as an academician and teacher, with a mastery of the fundamentals of the individual's own subject, and the ability to relate this knowledge well. A national reputation among peers for excellence in research is required. Significant service to the Division, College, University, the public, and to professional organizations and activities at the state and national level should be documented.

Professor (UHAP 3.12.06)

Appointment or promotion to the highest rank should be reserved only for those who have demonstrated sustained achievement. A sustained record of excellence in research and scholarly activities since appointment or promotion to the previous rank is required. Promotion to Professor should signify that the individual has an established reputation in her or his specialty area; a national and international reputation as an established investigator is required. Research programs should not only be productive, but also provide training to individuals such as students, clinical and public health professionals, junior faculty and academic professionals, and community representatives. Teaching should be of the highest quality and clearly documented. In addition, candidates must have demonstrated substantial contributions in professional and public service or public health practice. The individual should be an active participant in intramural and extramural service, thus furthering MEZACOPH and the University and their stated missions.

II. Appointment and Promotion Guidelines for Nontenure-Eligible Faculty

Rules of Nontenure-Eligible Faculty Appointment

This section applies only to nontenure-eligible faculty members as defined in UHAP 3.01. For the purposes of definition of rules and procedures regarding successive renewal, nonrenewal and promotion of nontenure-eligible faculty members, UHAP 3.13 shall apply as the definitive reference. All nontenure-eligible faculty members shall have the words “nontenure-eligible” on their Notice of Appointment and Notice of Reappointment, consistent with the provisions of UHAP.

All faculty appointments are based on demonstrated outstanding potential and/or achievement as an academician and professional. Faculty members are expected to contribute significantly to the research, teaching, and service mission of MEZACOPH and to publish in peer-reviewed publications. Their Annual Work Plan should specify research or teaching as their primary focus. Specific expectations are based on the faculty member's academic credentials and Annual Work Plan. The rank of appointment within the track will be based on the candidate's academic and professional achievements. Faculty appointments

from previous institutions will be considered when appointment is made at the assistant professor or higher rank. The person requesting appointment in this track will be expected to make a long-term commitment of a portion of her or his professional time to the academic mission and activities of the College.

Faculty members appointed to the nontenure-eligible track with primary appointments in MEZACOPH must be employed full time (51% or greater, documented by percent FTE) in the programs of MEZACOPH.

Lecturer (UHAP 3.13.01)

Appointments as "Lecturer" or "Senior Lecturer" are nontenured, nontenure-eligible appointments governed by Subsection **3.13.01**. However, individuals holding appointments as "Lecturer" with tenure on June 30, 1987, have the assurance of continued tenure under the terms of Subsection **3.11.04**. There are two types of nontenure-eligible lecture appointments, both of which can be modified by such terms as "adjunct" or "visiting": 1) Lecturers appointed for one year or less; 2) Lecturers appointed for more than one year, not to exceed three years at a time, in which case the titles "Lecturer" or "Senior Lecturer" may be used. Renewal of all types of Lecturer appointments is subject to performance evaluations reflecting satisfactory levels of teaching, and/or research, and/or service, as appropriate. Promotion from Lecturer to Senior Lecturer may occur only after peer evaluation at the Division and College levels. (All reappointments for longer than one year require approval of the Provost.)

Assistant Professor (UHAP 3.13.03)

Appointment at the rank of Assistant Professor, nontenure-eligible, will be based largely on evidence of promise of future excellence in at least two of the areas of research, teaching or service, with specific responsibilities detailed in the letter of initial appointment and Annual Work Plans. Initial appointments may be at this rank. Adequate training, depth of knowledge in a particular specialty, and capacity to provide high quality research, teaching, and service must be considered. An Assistant Professor in this track is appointed initially for a one-year period. This appointment may be renewed an indefinite number of times subject to satisfactory annual performance evaluations.

Promotion to the rank of Associate Professor in this track is possible after a minimum of three years of service in rank. The Division Director must inform Assistant Professors every five years that they are being reviewed for retention in rank or for promotion to Associate Professor in this track. Such recommendations shall be considered by the MEZACOPH Promotion and Tenure Committee and shall be forwarded to the Dean and the Provost.

Associate Professor (UHAP 3.13.04)

Appointment or promotion to the rank of Associate Professor in this track requires evidence of an established and productive public health academic career, in addition to the qualifications required of an assistant professor in this track. This can include documented evidence of independent research or scholarship in teaching or public health practice. Faculty members at this rank should show promise of becoming leaders in their fields, and should have attained recognition at the state, regional and national level. They should have contributed to MEZACOPH academic programs in a significant fashion. Annual reappointment may be made an indefinite number of times, subject to satisfactory performance evaluations.

An Associate Professor in this track may be recommended for promotion to the rank of Professor of Public Health at any time, but normally shall be reviewed for retention in rank every six years. During the fifth year, the faculty member must be informed by the Division Director that he or she has the right to be reviewed for retention in rank or for promotion to Professor in this track. A review will be conducted unless the faculty member declines in writing. Recommendations

resulting from these reviews must be considered by the MEZACOPH Promotion and Tenure Committee and shall be forwarded to the Dean and the Provost.

Professor (UHAP 3.13.05)

Appointment or promotion to the level of Professor requires unique qualifications regarding public health expertise and experience in addition to those possessed by Associate Professors in this track. Such an individual must have achieved national and international recognition through peer organizations, and should bring distinction to the divisional program. Determination of achievement in this rank depends on the primary career path of the individual. If the individual is primarily engaged in research, appointment at, or promotion to the rank of Professor mandates documented national and international recognition for specific areas of research, a strong record of published research and grant support and evidence of sustained collaborative service. If the individual is either primarily or secondarily engaged in teaching and training, these contributions should be of the highest quality and can be augmented by a record of published scholarship related to teaching. If the individual is engaged in other areas of academic public health practice, contributions in these areas should be of the highest quality and accompanied by a record of published scholarship related to practice.

Annual reappointment may be made an indefinite number of times, provided faculty continue to meet the criteria for the rank and perform satisfactorily as determined by annual performance evaluations. Review for retention in this rank will occur every six years.

III. Performance Evaluations and Criteria

Faculty members of the University of Arizona are evaluated regularly with respect to all professional and personnel matters on the basis of their performance. These reviews are mandated by the Arizona Board of Regents (ABOR), as incorporated into the University Handbook for Appointed Personnel (UHAP).

The formal reviews will:

- assess performance and scholarship in the areas of teaching, research, and service according to the individual's annual work plan;
- promote the effectiveness of faculty members through an articulation of the types of contributions important to the University;
- provide a written record of faculty performance to support personnel decisions;
- recognize and maximize the special talents, capabilities and achievements of faculty members within UHAP provisions and MEZACOPH guidelines;
- assist faculty members in improving their contributions in any areas where performance is considered by a committee of their peers to be below expectations.

All issues relating to the confidentiality of the Peer Review Processes shall be governed by UHAP 3.09. All issues relating to the Annual Performance Review shall be governed by UHAP 3.10. All issues relating to the Promotion and Tenure Process shall be governed by UHAP 3.11.

MEZACOPH Performance Review Criteria are derived from the approved MEZACOPH Annual Performance Guidelines, from Department of Health and Human Services (DHHS) 1993 recommendations for including additional practice criteria, and from the Association of Schools of Public Health (ASPH) 1999 definition of academic public health practice as the applied, interdisciplinary pursuit of public health scholarship. The traditional academic areas of research, teaching and service may include public manifestations of academic public health practice, which are forms of scholarship that are particularly important to a land-grant institution. Academic public health practice and outreach involve applying, communicating, publishing, and disseminating knowledge for the direct benefit of external clients and communities in ways that promote the University, College and Division missions.

Application of the criteria during the review process should be based on and bounded by the faculty member's Annual Work Plan. Therefore, a faculty member's contributions in teaching, research, and service should be evaluated in proportion to the amount of time he or she has agreed to devote to these activities in the Annual Work Plan.

Research

The research mission of the University requires faculty members to contribute actively to the expansion of intellectual frontiers, and to participate in the creation and/or scientific application, translation, evaluation, and dissemination of new knowledge. Scholarly activity is consistent with the research mission of MEZACOPH. Faculty whose primary area of responsibility is considered to be research are generally expected to participate in applied and/or basic research and to contribute to the research activities and grant seeking of other MEZACOPH faculty. Specific expectations are based on the faculty member's academic credentials and Annual Work Plan.

Teaching

The instructional mission of the University requires faculty members to effectively communicate the content of the current body of knowledge and the latest research results in classroom and/or other learning environments, through individual student and/or public health professional contact, and through publication of textbooks, curricula, web-based courses, or scholarship on pedagogy, competencies or other aspects of teaching. Teaching is to be interpreted as consistent with the educational mission of MEZACOPH. Thus, in addition to formal, intramural teaching, teaching also includes extramural teaching and training, such as continuing education for public health practitioners, workforce development training, skill-building trainings and workshops for community organizations and residents, and sustained capacity-building activities with community partnerships that involve the transfer of knowledge and/or skills and whose outcomes are documented. Such forms of teaching must include a written curriculum or teaching plan, consist of more than one contact, and be evaluated. The willingness and ability to teach are recognized appropriately in appointments, reviews, and promotions, when part of the Annual Work Plan. Specific expectations are based on the faculty member's academic credentials and Annual Work Plan.

Service

Service is partitioned into areas of faculty service: intramural service (participation in meaningful organized University activities other than teaching or research), extramural service (such as activities in professional service to administrative agencies and professional organizations in the faculty member's discipline), and public/community service, or outreach. Volunteerism that is relevant and appropriate to the discipline, and that reflects positively on faculty status as an academician, shall also be considered as Service. Specific expectations are based on the faculty member's academic credentials and Annual Work Plan.

Specific Performance Evaluation Criteria

Research

All faculty members are expected to present evidence of peer-reviewed publications and presentation of peer reviewed conference papers or abstracts as evidence of the quality and reach of their scholarly activities. Research activities considered to be positive contributions to the mission of MEZACOPH may include, but are not limited to:

- engaging in ongoing programs of basic or applied research;
- obtaining grants, contracts or other outside support for research projects;
- publishing peer-reviewed journal articles, peer-reviewed conference papers, books, book chapters, and

- monographs (especially as first, second or senior author);
- publishing papers on teaching (including research on teaching);
- developing and/or applying new research and/or analytical techniques;
- performing public health needs assessments or surveys to direct public health actions;
- developing new evaluation methods and models with application to applied research;
- validating research, analytical, or evaluation techniques in research studies;
- developing and applying dissemination research and/or testing of new dissemination methods
- developing statistical models or software for use in research;
- producing statistical, laboratory, or other research material in electronic media;
- obtaining patents or royalties;
- presenting talks or electronic presentations at conferences, colloquia, symposia, workshops, and/or seminars;
- producing other non-refereed scholarly publications, including electronic media;
- developing, implementing or evaluating community interventions;
- applying knowledge to develop or enhance public health practices/programs in communities (technical transfer);
- designing or conducting public health surveys;
- producing scholarly products of academic public health practice such as technical reports and monographs, as well as other forms of publications.

Due to the diversity and highly specialized scope of public health activities, the MEZACOPH Promotion and Tenure Committee cannot be expected to evaluate quality without input from independent evaluators and the evidence of positive peer review. Independent evaluations are weighed heavily in the assessment of quality and quantity of activities. Measures that contribute to the assessment of the quantity and quality of research activities may include, but are not limited to:

- numbers of different types of publications and presentations (e.g., publications in research and/or practice-relevant journals, legislative/judicial documents/presentations, practice documents, technical reports/presentations, community presentations);
- published reviews of the faculty member's scholarly work or use of such work documenting national reach;
- documentation of impact/importance of publications by citations (e.g., in Science Citation Index, Legislative/Judicial/Governing Boards' Documents) or other written evaluations of significance;
- quantity and quality of research awards;
- invitation to serve as editor or editorial board member for scientific journals or books;
- consulting for other universities/colleges;
- documented opinions of collaborators, funding agencies, and/or health agencies;
- use of methodological developments at other institutions or agencies;
- documented use of research results in public health practice;
- **awards and honors.**

Teaching

Teaching activities considered to be positive contributions to the mission of MEZACOPH may include, but are not limited to:

- developing and/or teaching regular university courses (including coordinating and team-teaching a multidisciplinary course);
- organizing, developing and/or teaching public health leadership, educational, training, practice, and/or continuing education courses;
- developing and/or participating in innovative academic program curricula development;
- developing innovative course materials, instructional projects, and/or replicable systems of instruction (e.g., designing computer-assisted learning modules, web-based learning modules, TA-instructed

laboratories, or video, computer, or other distance learning programs that reach a substantial number of persons in the target audience);

- supervising graduate independent studies and/or tutorials;
- supervising student field research or internships;
- providing public health practice opportunities to students by organizing projects or field experiences in which the students work with or under the supervision of the faculty member;
- advising/mentoring/supervising students (or residents, medical fellows and post-doctorates);
- serving on masters or doctoral committees;
- writing textbooks or laboratory manuals;
- presenting seminars and/or workshops on teaching;
- collaborating with community-based organizations, and/or with local, state or federal policy makers that results in increasing their capacity for instituting and/or sustaining public health programs.

Measures used to assess the quantity and quality of these activities may include, but are not limited to:

- student evaluations of teaching;
- student evaluations of advising, mentoring, or individual project and research supervision;
- peer evaluation of teaching;
- evaluations by public health professionals of teaching/training in public health leadership, educational training, practice, and/or continuing education courses;
- invitations to deliver external short courses;
- invited seminars or lectures to external audiences;
- special honors or recognition for teaching excellence or innovation;
- peer and administrative evaluation of performance on educational committees;
- adoption of innovative teaching methods or curricular materials by other institutions;
- evidence of competency of graduates and practitioners trained;
- documentation of the process and outcomes of trainings, technical assistance and outreach activities.

Service

Faculty/professional citizenship activities considered to be positive contributions to the service function of MEZACOPH may include, but are not limited to:

Intramural service:

- serving on or chairing division, college, and/or university committees;
- serving in the faculty senate or in other faculty governance roles;
- serving as the sponsor for student activities and/or groups;
- performing administrative assignments at division, center, college, or university level;
- mentoring other faculty (required for full professors);
- performing official activities in the recruitment/selection of students or faculty;

Extramural service:

- participating in governance/operations of professional organizations;
- reviewing articles for journals and other publications;
- serving as editor or editorial board member for scientific journals or books;
- reviewing proposals for funding as occurs with service on study sections or ad hoc review committees;
- consulting for government agencies or other institutions;
- service on Data Safety Monitoring Boards, Institutional Review Boards and scientific review or oversight groups.

Outreach (local, state, national, international):

- participating in regional or national task forces and committees established to set or guide standards of public health practice;

- assisting communities or health agencies to obtain funding for research, program evaluation and/or public health programs;
- developing programmatic or organizational linkages among academic institutions, public health or health care agencies or other community-based organizations for the purpose of addressing a health-related problem or policy;
- organizing outreach efforts to the community-at-large (that enhance public awareness of public health issues);
- **dissemination of scholarly findings to the media (i.e., radio, television, printed media);**
- developing external relationships with government entities;
- receiving an award or honor for accomplishments in community-based service;
- presentations to the community or extramural professional groups (inclusive of professional conferences, colloquia, symposia, workshops and seminars).

University of Pittsburgh Graduate School of Public Health

Criteria for Appointment and Promotion Public Health Practice Faculty

To be accredited as a graduate school of public health by the Council on Education for Public Health (CEPH), GSPH must meet the following criterion, among others:

VIII.A. The school shall have a clearly defined faculty which, by virtue of its size, multidisciplinary nature, educational preparation, research and teaching competence, and practice experience (boldface added), is able to fully support the school's mission, goals, and objectives.

CEPH also interprets this criterion to include faculty with competence in public health practice and practice links.

This document, adapted in part from *Developing a Clinical Appointment Track in a School of Public Health: a Guide*¹ and reflecting current national developments toward a public health practice category, presents the criteria for appointment and promotion of GSPH faculty with public health practice experience.

The Graduate School of Public Health uses the terms "practice" or "clinical" for faculty appointed in a Public Health Practice Category. Appointment and promotion may be made at the levels of Instructor, Assistant Professor, Associate Professor, or Professor² in any of the School's program areas.

The purpose of the public health practice category is to enhance the School's capacity for achieving the goals embodied in its mission³. This category provides a means for the School to expand links between the Graduate School of Public Health and external public health professionals, organizations, agencies and institutions. The public health practice category is especially intended as a mechanism for involving external public health practitioners in the educational, research and service missions of the School.

A. Public Health Practice: Definition Criteria⁴

For the purposes of appointment, promotion, and tenure, public health practice is defined by the following criteria.

As presently construed, for the purposes of promotion and tenure, public health practice has the following connotations:

1. A faculty member works to help solve some current public health problem with a national, state, or local health agency, directly with a community, or in another setting, e.g., international, health care, or worksite agencies.
2. Often the role of the faculty member is one of collaboration with health agencies and communities rather than that of the more traditional role of "principal investigator. "

¹ Developing a Clinical Appointment Track in a School of Public Health: a Guide. January 1993. School of Public Health, University of Illinois at Chicago.

² University Policy 02-02-01.

³ "The mission of the Graduate School of Public Health (GSPH) is to promote health and prevent disease in individuals and their communities by anticipating and responding to public health needs through research, teaching, and service and to enhance current public health initiatives through interaction and collaboration with other health care disciplines and organizations."

⁴ Adapted from Appointments, Promotion, and Tenure Manual. Chapel Hill: The University of North Carolina at Chapel Hill. §V.c. Adopted October 1, 1994. As excerpted in Lynton, Ernest A. "Appendix 3." Making the Case for Professional Service. Washington, DC: American Association for Higher Education. 1995. pp.85-86.

3. The results of the work are directly and immediately applicable, as compared to the more "distant" application of research findings.
4. Practice usually involves helping health agencies or communities to assess public health problems, to plan, implement or evaluate public health programs, or to develop public health policies.
5. Practice often involves the faculty member in direct contact with communities or populations that are the clients, recipients, or beneficiaries of public health programs or services.
6. The program planning, implementing, and evaluating process is often long-term and time intensive.
7. The "scholarly" product of practice is often in the form of technical reports, presentations to professional meetings, and/or "program" type publications in the more traditional research journals.
8. Practice often has an advocacy component.
9. A faculty member's practice experiences and the teaching of public health students is linked, and such a linkage may be in the classroom or it may be in supervised field experiences in which graduate students work with or under the supervision of the practice faculty member.
10. There can be a research component to practice. Practice-oriented research is defined by communities/agencies and deals with immediate problems. The practitioner/researcher collaborates with communities/agencies, and the research is jointly owned.
11. There can be a service component to practice. Practice-oriented community service is community and/or health agency based, is long-term, and helps communities and/or agencies define and/or solve immediate public health problems.

B. Search and Appointment Requirements

1. When a full time faculty appointment, whether tenure, tenure stream or nontenure, is proposed, the usual GSPH guidelines for a search process will be followed.

Since appointments of public health practice faculty will generally be non-tenure stream, part-time positions, the affirmative action requirements for searches need not be followed.⁵ However, it is expected that the principles of affirmative action and GSPH's commitment to enriching the diversity of its faculty will guide these appointments as well.

2. Public health practice faculty are expected to demonstrate outstanding achievement as public health professionals in the service arena and contribute to the educational and research programs of the Graduate School of Public Health.

While scholarly or practical contributions are anticipated for all faculty and expected at more senior clinical or practice ranks, research productivity as defined for tenure and tenure-stream faculty is not required. Also, independent, sustained funded research leading to publication in peer-reviewed journals need not be among the criteria.

3. Proposed appointment or promotion of public health practice faculty will be submitted to the FAPTC for review and recommended action.

⁵ *Developing a Clinical Appointment Track in a School of Public Health: a Guide*. January 1993. School of Public Health, University of Illinois at Chicago. (Appendix C)

C. Modifying Criteria for Appointment and Promotion of Public Health Practice Faculty

1. All faculty titles in the Public Health Practice Category will be followed by the suffix "of Public Health Practice":
 - a. Instructor of Public Health Practice
 - b. Assistant Professor of Public Health Practice
 - c. Associate Professor of Public Health Practice
 - d. Professor of Public Health Practice
2. The following modifiers are to be used for faculty titles as appropriate.
 - a. Adjunct (prefix)⁶
 - b. Clinical (prefix or suffix)⁷
3. The following are criteria for the appointment and promotion of public health practice faculty.⁸
 - a. Instructor: Faculty at this rank should have an earned doctorate or the highest appropriate professional degree considered to be the terminal degree in his or her area of specialization or provide evidence that he or she is successfully pursuing such a degree and expects to receive it within a reasonable amount of time, as well as recognized public health experience and a demonstrated commitment to teaching and excellence in public health service.⁹
 - b. Assistant Professor: Faculty at this rank should meet all requirements of faculty at the previous rank and, in addition, should have an earned doctorate or the highest professional degree considered to be the terminal degree appropriate to his or her area of specialization and substantial recognized public health practice experience, as well as demonstrate a commitment to teaching and excellence in public health service.¹⁰

⁶ According to University Policy 02-02-06§II, the "Adjunct" prefix is defined (Also adopted by the GSPH Policy and Procedure Manual: Part Three (October 17, 1994):

Adjunct: One whose primary employment is outside an academic unit of the University, but who is fully qualified professionally and who performs on a part-time basis, duties which would otherwise be assigned to members of the full-time faculty.

⁷ According to University Policy 02-02-06§II, the "Clinical" prefix is defined (Also adopted by the GSPH Policy and Procedure Manual: Part Three (October 17, 1994):

Clinical: One whose major contribution is as a preceptor of students and trainees in clinical skills, whether within the University or in another setting.

⁸ In rare instances, the requirement of a doctorate may be satisfied through accomplishments that can be considered a reasonable substitute for formal study." University of Pittsburgh Policy 02-02-04 §II. In implementing the criteria for the appointment and promotion of Public Health Practice Faculty, the FAPTC will follow the guidelines in the following two sources from the American Association for Higher Education: Lynton, Ernest A. *Making the Case for Professional Service*. USA: American Association for Higher Education. 1995. Driscoll, Amy and Ernest A. Lynton. *Making Outreach Visible: A Guide to Documenting Professional Service and Outreach*. USA: American Association for Higher Education. 1999.

⁹ According to University Policy 02-02-04§II (Also adopted by the GSPH Policy and Procedure Manual: Part Three (October 17, 1994):

The instructor should have a doctor's degree or the highest appropriate professional degree, or provide evidence that he or she is successfully pursuing such a degree and expects to receive it within reasonable time. In some technical fields, professional experience may bear considerable weight; in other areas, teaching experience is essential. Reappointment depends upon satisfactory scholarly progress and a demonstrated interest in and ability to pursue an academic career.

¹⁰ According to University Policy 02-02-04§II (Also adopted by the GSPH Policy and Procedure Manual: Part Three (October 17, 1994): An assistant professor should evidence demonstrated teaching ability, substantial experience in advanced study and research, or professional experience of a kind that would enable him or her to make a comparable academic contribution. The assistant professor should possess a doctorate or appropriate professional degree. He or she should exhibit promise of originality and excellence in some field connected with teaching, writing, research, or the creative arts, and should have demonstrated ability in guiding and counseling students. To be appointed or promoted to an assistant professorship, a person should have the potential for promotion to associate professor.

- c. Associate Professor: Faculty at this rank should meet all requirements of faculty at the previous rank and, in addition, should have demonstrated evidence of competence in teaching, excellence in professional service and should have some scholarly activity underway. Faculty at this rank should show promise of becoming leaders in their fields and should have attained recognition at the state and/or national level.¹¹
 - d. Professor: Faculty at this rank meet all requirements of faculty at the previous rank and, in addition, should have demonstrated significant expertise in their teaching, outstanding achievement in their service roles, and should be engaged in scholarly activity, as documented by appropriate publications. Faculty at this rank should be leaders in their field and should have attained national and/or international peer recognition.¹²
- D. Public Health Practice Faculty appointments may be made for up to three years and may be renewed. All renewals will be submitted to the FAPTC for review and recommended action.
- E. Although it should be a rare event, when appropriate, a faculty member may transfer from the Public Health Practice category to a non-practice faculty rank. Such transfers may support the goals of the School when the change occurs within the legitimate framework of special achievement or of a clearly defined modification of professional emphasis and goals.

Recommendations for transfer to a non-practice faculty rank shall follow all of the School's regular policies and procedures for appointment and promotion, including creation of a position and establishment of a search committee.

¹¹ According to University Policy 02-02-04§II (Also adopted by the GSPH Policy and Procedure Manual: Part Three (October 17, 1994)): An associate professor should possess a doctorate or appropriate professional degree, and have substantial experience in teaching and research or applicable professional experience. The person should show a capacity and will to maintain teaching effectiveness and the ability for continuing growth as a teacher, scholar, and member of his or her profession. He or she should also have progressed in attaining eminence in a scholarly or professional field. An associate professor must display consistently mature performance in course and curriculum planning, in guiding and counseling students and younger staff members, and in participating in the activities of the University.

¹² According to University Policy 02-02-04§II (Also adopted by the GSPH Policy and Procedure Manual: Part Three (October 17, 1994)): The rank of Professor recognizes the attainment of authoritative knowledge and reputation in a recognized field of learning and the achievement of effective teaching skill. The professor should have attained superior stature in his or her field through research, writing, professional practice, or leadership in professional and learned organizations, as well as having exceeded the standards described for ranks shown above.

University of Texas at Houston School of Public Health

Note: UT-Houston P&T guidelines possess the Boyer framework as a base. It does not specifically refer to practice but it allows a spectrum of scholarship. The article by Aday and Quill in ***Journal of Public Health Management and Practice* 6(1): 38-46**, March 2003. The Aday/Quill article has been used as part of the package to advance candidates with largely community and “-practice portfolios at UT-Houston.

The mission of the University of Texas School of Public Health (UT) has three elements: academic instruction, research and "service to and strong relation with public health practice." Subsumed under this mission are goals to; 1) prepare graduates to function effectively as public health practitioners as well as technicians and researchers, and 2) provide services to the public health practice sector as well as the community that is "consistent with the School's instructional and research interests." Public health practice is defined as the organized, interdisciplinary application of the biological sciences and the core area of public health science and theory to the implementation of the core public health function and essential services.

Practice-related priorities:

- expansion of linkages with Texas public health agencies to include strategic plan outlining interactions of School faculty and agency personnel
- improvement of practice-based education opportunities for Students, including practica and internships
- achievement of faculty consensus on the definition of community service and its documentation
- development of a long-rang plan for providing outreach education
- establishment or an administrative unit in the School to facilitate practice linkages
- development of teaching and research object relating to student practica, continuing education, and practice-based research
- development of formal public health practice courses
- development of distance-based courses for practitioners establishment of a practitioner advisory committee for the School

Assumptions regarding practice-based activities:

- have defined educational objectives
- involve identifiable community partners
- relate to the core public health functions
- have the potential to change the practice of public health
- enable the application of theory.

Scholarship and public health practice:

The UT Health Sciences Center recognizes four ways in which scholarship may be demonstrated: through teaching, discovery, integration, and application. The "application" component refers to the interaction of theory and practice for the purpose of generating new intellectual insight. It is distinguished from "citizen activities" and it must meet rigorous academic standards that are traditionally applied to research endeavors. As such, the scholarship of application is subject to rigorous evaluation and therefore provides a valid measure of faculty performance. Finally, it is acknowledged that while the system for evaluating and rewarding faculty is based on an assessment of all four areas of scholarship. Individual faculty priorities, strengths, and career paths differ and the system should allow for such difference.

University of North Carolina at Chapel Hill School of Public Health

Public Health Practice

For promotion and tenure purposes, innovative application of knowledge must be deemed to be "scholarly." That is, the practice must be shown to have affected not only a given policy, community, agency or program, but it must also be shown that the practice has in some way contributed to advancing the state-of-the-art of public health practice itself. Evidence of accomplishment in application of knowledge should be provided for one or more major projects. As rank increases, it is expected that both the quantity and quality of practice will also increase.

Excellence in the application of new knowledge is assessed by the following:

Quality of Practice

1. Practice area is important relative to human health.
2. Development of new programs and policies that have impact on the health of the public.
3. Ability to incorporate new developments in the discipline and apply knowledge to current problems influencing the health of the public.
4. Research on practice attributable to the faculty member represents a contribution moving a discipline forward.
5. For collaborations - the portion of the work attributable to the faculty member represents a major contribution moving a discipline forward.
6. Publications in high quality, high impact journals with evidence that these works are cited by others.
7. Presentations with high impact.
8. Participation in task forces and joint ventures.
9. Documentation that the practice contributions have had important effects on policy, and/or on a community, agency or program.
10. Evidence that the practice activities involved or resulted in the creation or development of new public health or similar systems for the improvement of the public's health.
11. Evidence that the public health practice activities have contributed to the teaching activities of the faculty member and/or the department; for instance, that teaching is directed at practice issues such as assessing public health problems, assuring the delivery of public health services, or developing public health policies.
12. Evidence that new knowledge, methods, or policies derived from the candidate's public health practice have diffused to other communities or health agencies.
13. Evidence that new practice ideas, policies, programs, methods, etc. have been disseminated through publications. In addition to articles in refereed journals, "publication" can mean producing technical reports that are used by public health agencies and/or communities to help them assess public health problems, assure the delivery of public health services, or develop public health policies.

14. The equivalent of peer review of such technical reports is evidence of their impact (e.g., letters indicating that a technical report was used to help assess public health problems, assure the delivery of public health services, or develop public health policies). The impact of technical reports should also be documented by independent reviewers.
15. Receiving honors or awards in recognition of outstanding contributions to public health practice.
16. Invitations by other institutions or health agencies to help plan, organize or review public health practice activities.
17. Appointments to national commissions, committees, boards, etc. related to public health practice.
18. Grants and contracts received to fund public health practice activities.

Innovation

19. Identifies new areas or applies new methods or approaches in practice that address the health of the public.
20. Participation in new partnerships.
21. Ability to procure funding, especially peer-reviewed funding.
22. Cost-effectiveness of practice approaches developed. Responsiveness and Collaboration
23. Evidence of capacity to sustain and build relationships and teams.
24. Engagement in collaborative practice projects.
25. Contributions to department and School practice missions.
26. Ability to incorporate new developments in the discipline and transfer knowledge or technique to current problems influencing the health of the public.

Support Structure

27. Contribution to support structures of department and School.
28. Advancement of practice enterprise through service on panels, mentoring, etc.
29. Leadership in the design, delivery and evaluation of application of knowledge.

**University of South Carolina
Arnold School of Public Health**

<http://www.sph.sc.edu/Documents/FacultyHandbook.pdf>

Note: Practice is discussed in the section of third-year review of faculty, and post-tenure review. In each, there is mention of "service" which does relate to practice activities.

**NORMAN J. ARNOLD SCHOOL OF PUBLIC HEALTH
ACADEMIC POLICIES AND PROCEDURES**

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- Good: Overall, the candidate's record of scholarship demonstrates a valuable contribution at the national level. It is expected that the candidate's scholarly performance be comparable in quality to that of individuals at the candidate's present rank if seeking tenure at that rank, or rank desired if seeking promotion, in nationally recognized programs.
- Poor: Overall, the candidate's record of scholarship does not compare favorably in quality to individuals at the candidate's present rank if seeking tenure, or rank desired if seeking promotion in nationally recognized programs.

SERVICE

Faculty members are expected to make a contribution to the operation and governance of the University, their profession and the public-at-large. The list below, while not all-inclusive, is illustrative of many ways a faculty member can contribute professional service.

Evidence

Service to the Academic Community

- Administrative responsibility and function which includes key University, School and/or department committees.
- Continuing education programs.
- Training grants/contracts.
- Performance on committees at the University, School and/or department level.
- Special projects for the University, School and/or the department.
- Initiating and cooperating in efforts to improve programs at the University, School and/or department, level.

Service to the Profession

- Editorial and review work for academic publications.
 - Leadership roles in the administration of professional organizations.
 - Assisting colleagues to improve teaching.
 - Assisting students in job placement.
-
- Reviews of papers of academic organizations.
 - Service as session chair or discussant at professional meetings.

- Service on government committees or task forces.

Professional Service to the Community

- Consulting that is related to the candidate's professional activity.
- Leadership role in not-for-profit organizations.
- Presentations to community professional groups.
- Serving on advisory boards, societies or councils, etc.
- State agencies with a public health mission.

Evaluation Criteria

Excellent: The candidate's record of service activities and functions demonstrates leadership and is recognized as being very effective. Examples may include holding state or national offices, membership on key university committees, consulting with state or national activities and editorships.

Good: The candidate's record of service demonstrates that performance of all expected and requested service activities and functions is effective. Examples may include local and state offices, membership on committees at state and national level and review for professional publications.

Poor: The candidate's record demonstrates that performance of service activities and functions is ineffective.

EVALUATION FOR TENURE AND PROMOTION

Tenure is granted only at the ranks of, or coincident with promotion to, Associate Professor and Professor. A recommendation for tenure and/or promotion will require performance at the level specified for the rank at which either or both is being sought. University policy requires that separate ballots and votes be taken for tenure and promotion. The performance requirements are indicated under the guidelines described below.

Tenure and promotion

The required maximum time in the ranks are described in The Faculty Manual.

Tenure at or promotion to Associate Professor requires that the candidate be rated:

1. as excellent in scholarship or teaching and
2. as good or excellent in other areas.

Tenure at or promotion to Professor signifies that a candidate has made a significant contribution to the mission of the University, School and profession.

Usually, the candidate must have at least four years or a longer period of service, including the review year, as an Associate Professor and be rated:

1. as excellent in scholarship and
2. as excellent in either teaching service and good or excellent in the other category.

UCTP Approved 03/99

**ANNUAL REVIEW PROCEDURES
SCHOOL OF PUBLIC HEALTH**

Faculty in the Tenure track in the School of Public Health (SPH) are reviewed annually. The goals of the Annual Review are two fold: (1) to provide ongoing feedback to untenured faculty at all ranks and to tenured faculty at the rank of assistant and associate professor regarding their progress toward tenure and/or promotion and (2) to encourage and provide support to faculty in promoting continued professional growth and development. In addition, faculty in each department are reviewed by their department chairs using an appropriate departmental evaluation instrument; this latter review is related to salary and merit issues.

The School of Public Health's annual review system is under the supervision of the SPH Tenure and Promotion Committee (TPC) and managed through the Office of the Associate Dean for Academic Affairs. Instructors and research professors receive only administrative review. Any untenured full professor in the School also participates in the annual review process. All untenured Assistant Professors undergo a comprehensive third year review using the official format for tenure and promotion. (See Third Year Review document). All tenured faculty undergo post-tenure review on a six year cycle (See Post-Tenure Review document).

The annual review process occurs early in the spring semester of each academic year. Faculty are reviewed on activities for the preceding calendar year (January - December). A disk with the annual review form (revised 01/15/98) is provided to each department. This form is based on the School of Public Health Tenure and Promotion Guidelines and must be used for submitting information for the annual review. (A copy of the current annual review form used by the School is included in the appendix.)

PROCEDURES FOR THE ANNUAL REVIEW PROCESS.

1. Faculty are notified that their annual review file is due to the department chair on or about February 1.
2. Files are transferred to the Office of the Associate Dean for Academic Affairs by the department chair.
3. Review panels are established for each department jointly by the chair of the TPC and the Associate Dean for Academic Affairs; review panels consist of a minimum of 3 members of the TPC. Membership on the panels consists of tenured faculty from the department and at least one faculty member from outside the department. In many cases, more than one faculty member from outside the department may serve on the review committee.
4. Chairs of the review panels are jointly selected by the chair of the TPC and the Associate Dean for Academic Affairs. Whenever possible, a full professor is appointed as panel chair.
5. Members of the TPC generally have a minimum of two weeks to review all files.
6. Panel meetings are set by the TPC chair with assistance from the Associate Dean for Academic Affairs. The faculty annual reports assigned to each panel are reviewed at that time. Tenured Associate professors on the panel review only faculty of equal or lower rank. Tenured Full professors review faculty at all ranks.
7. At a date early in the semester (typically the last Friday in February or the first Friday in March and the Friday immediately following the date of the panel meetings), the full TPC meets to review each tenure track faculty (with the exceptions previously described). All assistant professors are reviewed first, followed by associate professors and then non-tenured full professors.

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II E. Professional and Public Service

1. Advisory and Consulting Services to Private and Government Agencies
2. Clinical Activities
3. University and Community Services
4. Administrative and committee duties
5. Community Professional or learned society
6. Other

III. Faculty Member's Personal Statement (Optional but highly recommended) The personal statement is optional but candidates are strongly encouraged prepare and include a personal statement. The personal statement is important in that it clarifies issues from the point of view of the candidate. Remember in preparing your statement that it will be read by people outside your discipline. Each of the following should be addressed.

Research: Describe the nature and kind of research you do, its importance and place in the field! Describe how your research has progressed from initial stages to current status and what the potential future directions are as you see it!

Teaching: It is critical to document teaching completely. Include information on new courses, new or innovative teaching materials, teaching innovations (cd's, videos, etc.), instructional development grants, workshops/seminars attended to improve teaching, etc. Identify the number and nature of courses taught and whether they are required courses with large enrollment or more specialized courses with smaller enrollment!

Service: Highlight major contributions to University, School, Department committees, professional groups and community organizations!

Revised 5/27/99

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VI Criteria for Evaluating Productivity.

Criteria for evaluating productivity are similar to those established for awarding tenure at the appropriate rank (full or associate professor).

A. Teaching Productivity.

The following must be included in post-tenure review materials:

1. a list of courses taught and number of students involved for at least the past 3 years;
2. a peer review of classroom performance by a faculty member external to the department of the individual under review;
3. a summary by an outside reviewer of student responses to teaching performance; and
4. number of advisees (undergraduate, masters, doctoral);
5. number of master's projects, master's theses, and doctoral dissertations chaired;
6. number of practica and residencies directed;
7. number of master's projects, master's theses, and doctoral dissertations served on as committee member;
8. information from as many of the following categories as

- a. appropriate;
- b. presentation of course syllabi and other course materials for 2 or more courses;
- c. evidence of student learning in the form of papers, theses, etc.;
- d. teaching-related service;
- e. awards/honors for outstanding teaching
- f. e new courses developed;
- g. new laboratory or class manuals developed;
- h. revision of courses, etc.

B. Scholarship/Research Productivity.

The following evidence of scholarship/research productivity must be addressed in the retrospective narrative and included in post-tenure review materials:

1. publication of articles in peer-reviewed journals;**
2. publication of (1) professional articles in high level field-appropriate journals; (2) book(s) or edited series within the post-tenure review period;
3. funding of research grants during the post-tenure review period;
4. submission of research grants during the post-tenure review period;
5. presentation of research at regional, national or international meetings;
6. facilitating/supporting the development of the research potential of junior faculty;
7. in addition, other research-related activities (activities that stimulate research within the department, school and/or university) should be included.

Examples include but are not limited to the following:

- a. serving on a board or consortium whose focus is to develop and support opportunities for research within the University community;
- b. organizing interdisciplinary groups with an emphasis/interest in research in a specific field with the purpose of promoting development and submission of research grants;
- c. reviewer for peer-reviewed publications and/or grant proposals for journals and/or agencies of high level quality;
- d. awards/honors recognizing outstanding research activity.

**Refereed publications or other reviewed research/creative activities may be considered as having been peer-reviewed outside the unit. [Faculty Manual, 1998]

C. Service

The guidelines established for tenure at the level of full professor in the School of Public Health provide the general basis for the evaluation of service productivity in the post-tenure review process. In the service category, full professors may select 2 of the 3 subcategories as the primary focus for service review. The subcategories include: (a) service to the University, School and Department, (b) service to or in professional activities, and (c) service in or to the community. The standards for each of the subcategories are given below: Associate professors are to address all three categories.

1. Service to the University, School, and Department. The individual should provide evidence of the service provided and its impact on the University, School or Department (whichever is appropriate). The following are some examples of service in this category.
 - a. contributions to Departmental, School and University Committees;
 - b. special responsibilities at the University, School and Department levels;
 - c. honors or awards for outstanding contributions in the field;
 - d. general mentoring and development of junior faculty;
 - e. providing student advice and counseling beyond the regular demands for registration;
 - f. contributing to cross-departmental program development or implementation.

2. Service to or in Professional Groups/Activities. The individual should provide evidence of the service provided to professional groups/organizations and its impact on the profession, University, School, or Department (whichever is appropriate). The following are examples of professional service activities that may be included.
 - a. service as an officer in state, regional, national or international professional organizations;
 - b. honors or awards for outstanding contributions in the field;
 - c. presentation of non-research workshops, institutes, seminars etc. for professionals in related fields;
 - d. participation in planning activities of professional societies and scientific meetings;
 - e. consulting with appropriate professional groups;
 - f. assistance in the development of educational programs in other institutions.

3. Service in or to the Community. The individual should provide evidence of the service undertaken and its impact on the community, University, School, or Department (whichever is appropriate). The following are some examples of community service that may be included.
 - a. non-paid consultation service to government, business, industry and community agencies;
 - b. honors or awards for outstanding contributions in the field;
 - c. service on advisory boards, commissions, accrediting groups, etc.;
 - d. speaking to community groups, holding clinics etc in the area of the individual's professional interest and expertise;
 - e. conducting ongoing services for specific community needs (e.g. programs for the elderly, for children, etc.).

VII. Standards for Superior, Satisfactory or Unsatisfactory Reviews.

- A. Superior Performance. Superior performance means performance at the highest level for the current rank of the individual under review and is defined as Excellent by the Tenure and Promotion Guidelines of the School of Public Health.
- B. Satisfactory Performance. Satisfactory performance is performance that meets the expectations of the School of Public Health for the current rank of the individual under review and is defined as **>Good** by the Tenure and Promotion Guidelines for the School of Public Health.
- C. Unsatisfactory Performance. Unsatisfactory performance is performance, taken as a whole, that fails to meet accepted standards of the School of Public Health for the current rank of the individual under review and is defined as **>Poor=** by the current Tenure and Promotion Guidelines of the School of Public Health.

University of Washington
School of Public Health and Community Health

Academic Public Health Practice

I. Introduction

To encourage the advancement of scholarship in academic public health practice (academic PHP), the School of Public Health and Community Medicine has established guidelines to evaluate scholarly academic PHP activities of faculty being considered for promotion. It is recognized that individual faculty will differ in their respective emphases on academic PHP. Some faculty may have little or no involvement in academic PHP, while others may have contributed significantly to advancing academic PHP. Faculty may choose to have their suitability for promotion be evaluated based in part upon their documented contributions to advancing academic PHP. If a faculty member exercises this option, these guidelines will be applied to the review process.

II. Definition of Academic Public Health Practice

Academic PHP is the "applied, interdisciplinary pursuit of scholarship in the field of public health." Faculty involved in academic PHP carry out the mission of "developing, integrating and applying new knowledge to improve public health in the population, and practice in public health agencies and in community, medical, and other public health organizations. Critically important to academic PHP is the fundamental role of scholarship in creating and disseminating new knowledge. The above mission also recognizes the importance of developing interdisciplinary, collaborative approaches in carrying out academic PHP activities. The definition of academic PHP expressly includes practice activities related to the delivery, financing, management and organization of personal and public health services.

Examples of academic PHP activities include:

- Performing a program needs assessment
- Evaluating a public health program or activity
- Designing or conducting a public health survey
- Providing technical assistance to a public health or health care organization to help that organization improve its operation
- Designing training materials
- Providing training or mentoring to public health practitioners or professional groups
- Developing programmatic or organizational linkages among public health or health care agencies for the purpose of addressing a health-related problem or policy
- Assisting local, state or federal policy makers with analysis or development of health policy
- International Health projects

III. Criteria for Evaluating Contributions to Advancing Academic Public Health Practice

Academic PHP includes a wide array of activities. Regardless of the specific activities undertaken, the candidate's portfolio of academic PHP activities should be of high quality and demonstrate: (1) scientific rigor; (2) positive impact on the target community, population or organization; (3) effective dissemination; and (4) leadership. The quantity of documented academic PHP activities expected for promotion depends upon the anticipated weight being given to these activities in the candidate's review.

A. Scientific Rigor

Academic PHP activities should reflect an appropriate degree of scientific rigor. Evidence of scientific rigor could include:

- Use of rigorous quantitative or qualitative methods
- Use of conceptual frameworks that reflect recent developments in practice methods or theoretical understanding
- Use of evidence-based approaches that are well grounded in public health sciences

B. Impact

The candidate's participation in academic PHP should have some positive impact. This impact may take different forms. Evidence that the candidate's activities have had an impact could include the following:

- Improvement or refinement of practice methods
- Improvement in a health policy, program, or organization
- Improvement in methods of disease or injury surveillance, prevention or control.
- Progress towards social equity in public health
- Reduction of worker or community exposures to health risks
- The ability of trainees to assume positions of leadership as public health practitioners

C. Dissemination

Central to academic PHP is disseminating the results of practice activities to appropriate groups. The candidate's record will be strengthened by having peer-reviewed publications. Evidence of dissemination could include:

- Publishing in peer-reviewed journals or in high-quality practitioner or professional journals or other periodicals
- Publishing in periodicals or newspapers read by the target population
- Presenting to large numbers of persons that include the target population
- Developing video, computer, or other distance programs that reach a substantial number of persons in the target audience
- Writing policy documents directed toward agency officials, policy makers or legislators

D. Leadership and Personal Contribution

The candidate should present evidence of leadership and personal contribution in carrying out academic PHP activities. It is recognized that for some academic PHP activities effective leadership may take nontraditional, more collaborative forms. Evidence of leadership and personal contribution could include:

- Serving as the chair or playing a key role on an important task force
- Directing an important public health, community-based activity
- Organizing ongoing partnerships with community agencies that significantly enhance the quantity and/or quality of public health activities
- Receiving an award(s) for accomplishments in academic PHP

IV. Review Process: Academic Public Health Practice

The following process should be followed for faculty opting to have their contributions to advancing academic PHP considered as part of their promotion package:

- Candidates should notify their department chair that they desire to have academic PHP considered in their promotion review and should assemble an academic PHP portfolio documenting their individual contributions to advancing academic PHP.
- The department chair will identify appropriate expert peers in academic PHP who are willing to participate in the review process.
- The department chair will instruct the external references to evaluate the candidate's contributions to advancing academic PHP, based on the criteria outlined above and the relative balance of practice to the entire promotion package. The chair will also address these criteria in recommending the candidate for promotion.

V. Promotion of Regular or Research Faculty: Academic Public Health Practice

Academic PHP constitutes an additional field of scholarship that faculty may pursue. As explained earlier, faculty may choose to have their suitability for promotion be evaluated based in part upon their contributions to advancing academic PHP. Faculty (both regular and research faculty) choosing this option have to meet the expected criteria for scholarship in the areas of teaching and service. Their contributions to academic PHP, when complemented with research activities, should be comparable in quality and productivity to the defined research guidelines described above.

ⁱ Academic public health practice is defined as, “the applied, interdisciplinary pursuit of scholarship in the field of public health. Through research, teaching and service, schools of public health and others in the public health academy carry out the mission of developing, integrating and applying new knowledge to improve public health in the population, and practice in public health agencies and in community, medical and other public health organizations.”