

**COLLEGE OF PUBLIC HEALTH**  
**FACULTY AFFAIRS**  
**APPOINTMENT, PROMOTION AND TENURE GUIDELINES**

**May 9, 2008**

**Approved by College APT Committee  
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## 1. INTRODUCTION

### 1.0 General

The following Guidelines were prepared by The College's Appointment, Promotion and Tenure Committee (Faculty Affairs). They detail the criteria and procedures to be used in recommendations for faculty appointments, promotions and tenure.

A contemporary College of Public Health in a major university requires a record of dedicated teaching, creative scholarship, original research, exemplary and conscientious professional and community service, administration, advising, and other related professional activities from its faculty.

The role of a faculty member, regardless of discipline, requires activities in a number of areas including teaching, research, service, and professional development. The guidelines for faculty appointment, promotion and tenure should be interpreted in the spirit of this description of a faculty member's role in the College of Public Health.

In keeping with the University of South Florida's Board of Trustees' policy, all faculty members shall be evaluated annually based on their assigned activities. Such evaluations are included among the various information sources reviewed for recommendations concerning tenure, promotion or termination, or other changes in faculty status. It should be understood that recommendations for tenure and promotion must be based on documented cumulative performance for the appropriate period of time under consideration, as well as assessment of the needs of the University and expectations for future faculty contributions. Each department should use these guidelines developed for the College of Public Health, as applied to that department, in making their decisions. It is not expected that each department will give equal weight to all items cited as examples, nor is it expected that faculty members will accomplish all of the examples cited. The Chair of each department must ensure that these guidelines are made available to the faculty in that department.

### 1.1 **COPH FACULTY AFFAIRS COMMITTEE ON APPOINTMENT, PROMOTION, AND TENURE**

#### o **Composition of the Committee:**

The committee shall be made up of one faculty member from each department who is elected from within the departments and sufficient faculty members who are elected at large by the Faculty Assembly to maintain an uneven number of members numbering at least seven persons. The committee elects the Chair of the committee. *Membership is limited to tenured faculty appointed at USF for 2 years.*

#### o **Charge of the Committee:**

The committee is responsible for reviewing and recommending to the Dean all regular, affiliate and other appointments to the College of Public Health Faculty at the rank of Associate and Full Professor and for recommending Graduate Faculty credentialing levels.

## 2. GUIDELINES FOR APPOINTMENT

### 2.0 Introduction

Appointments to the faculty are made in writing by the Dean and Vice President, USF Health based upon **(1) the criteria and job duties specified in the position description and position advertisement, and (2) the recommendation of the department Chair and faculty.** Individuals may be appointed as faculty within one of the academic departments or centers within COPH or in the Dean's Office. **Ranked faculty (Asst., Assoc., Full) must be appointed within one of the academic departments.**

### 2.1 FACULTY CLASSIFICATIONS AND TITLES

Faculty in the College are assigned academic classifications and titles in accordance with the University's Faculty Classification Plan. Classifications and titles depend upon the nature of the assignments and individual qualifications.

The Academic titles that are most commonly used in the College are:

- **Associate In \_\_\_\_\_:** This appointment requires a Master's degree in an appropriate area of specialization and three years of related professional experience. Appointees must have a demonstrated capability for assisting the regular professional staff in their teaching and/or research and service responsibilities. The working title includes the name of the discipline in which the individual is appointed (e.g. Associate in Research).
- **Post Doctoral Fellow:** This appointment requires a Doctoral Degree and relevant experience and training within the appointee's area of specialization.
- **Research Associate:** This appointment requires a Doctoral degree or an equivalent combination of training and experience in a area appropriate to the appointment. Appointees should be capable of contributing independently to the design, conduct, analysis, and/or publication of research projects.
- **Instructor:** This is an appointment for individuals whose assignment is primarily teaching. It requires a minimum of a Master's degree in an appropriate area of specialization.
- **Assistant Professor:** This appointment requires a Doctorate or other recognized terminal degree in the appointee's field of specialization in accordance with the criteria set out in Section 3.1(a) below.
- **Associate Professor:** This appointment ordinarily requires a minimum of five years of continuing and productive service as an Assistant Professor at the University, or the equivalent if transferring from another academic or research institution in accordance with the criteria set out in Section 3.1(b) below. Appointment at the Associate Professor level is considered an appropriate terminal appointment.

- **Professor:** This appointment ordinarily requires a minimum of five years of continuous productive accomplishment as an Associate Professor at the University, or the equivalent if transferring from another academic institution, in accordance with criteria set out in Section 3.1(c) below.

## 2.2 APPOINTMENT MODIFIERS

Faculty members' appointments are further defined by the designation of an appropriate appointment as indicated by the term "modifier" in their University employment contract. Faculty members do not include these appointment categories as part of their working academic titles, except as specially noted below.

- **Acting:** This modifier is used only for administrative titles, such as Dean, Chair and Director. Faculty members who have both administrative and academic titles (e.g. Chair and Professor) may have the administrative component designated as Acting when filling a vacancy for a limited time.
- **Adjunct:** An appointment paid from OPS. Adjunct appointments may not be for more than half time throughout an academic year or full-time for more than twenty-six weeks of a fiscal year, unless approved by the President or designee. Such appointments are for temporary or part-time employment and the term of employment is only for the period specified in the offer.
- **Courtesy (University):** Unpaid appointment of individuals with a faculty appointment within the University. Courtesy rank is generally the same as the primary rank.
- **Courtesy (Affiliate):** Unpaid appointment of professionals within the community who contribute to mission of the College.
- **Emeritus:** An honorary title which may be conferred at retirement in recognition of distinguished service.
- **Honorary/Honoris Causa:** An unpaid appointment of an individual having distinction and honor in his/her field, but who may not possess the normal requirements for the position.
- **Joint – College:** An appointment to a College/unit administered jointly by more than one University. Although appointed and employed by only one of the participating universities, each person so designated is considered an employee of the other participating universities for purposes of carrying out the teaching, research, and service responsibilities of the College/unit.
- **Joint:** An appointment when the person is regularly participating in the teaching and/or graduate supervision responsibilities of more than one academic department/unit within the University. May have voting privileges and may have a portion of salary paid by the COPH department.
- **Provisional:** An appointment of a person who is not fully qualified, but who is expected to acquire such qualifications in a short period of time.

- **Regular:** A continuing appointment or an original temporary appointment which may be followed by a continuing appointment. Typically tenured or tenure-earning appointments. The appointment modifier is not included in the title.
- **Teaching:** A non-tenure earning appointment when the person is engaged primarily in education, but is expected to participate in research/scholarly activity and service.
- **Research:** A non-tenure earning appointment when the person is engaged primarily in research/scholarly activity, but is expected to participate in teaching and service.
- **Visiting:** An appointment of a person having professional qualifications, when either the person or the position is not expected to be available for more than a limited period of time.

## 2.3 APPOINTMENT GUIDELINES

### (a) General:

- Appointments to the Faculty are made in writing by the Dean and Vice President upon the recommendation of the department Chair.
- Appointments at the rank of **Assistant Professor or below** are the decision of the department Chair and Dean, with support of the department APT Committee and must meet the criteria outlined in Section 3.1(a) below.
- Recommendations for appointment to the rank of Assistant Professor must be accompanied by three letters of recommendation from individuals who are well acquainted with the candidate's work and professionalism in accordance with Section 3.1(a) below.
- Appointments at the rank of **Associate or Full Professor** require the approval of both the department's APT and College's Faculty Affairs Committees and must meet the criteria outlined in Section 3.1(b) or Section 3.1(c) below
- Recommendations for appointment to the rank of Associate Professor or Professor must be accompanied by five letters of recommendation from individuals who are well acquainted with the candidate's work and professionalism in accordance with Section 3.1(b) or Section 3.1(c) below.

### (b) Non-Tenure Earning Appointments:

- Faculty with the rank of Assistant Professor, Associate Professor, or Professor whose assigned duties do not require them to meet the expectations of tenure and who are engaged in teaching, research/scholarly activity and/or service, may be appointed on a non-tenure earning basis to a ranked faculty position with a "Research" or "Teaching" modifier.

- Non-tenure earning appointments at the rank of Assistant Professor or below are the decision of the department Chair and Dean, with support of the department APT Committee and must meet the criteria outlined in Section 3.1(a) below.

**(c) Tenure Earning Appointments**

Faculty with the rank of Assistant Professor, Associate Professor, or Professor may be appointed on a full or partial tenure earning basis. The proportion of appointment that is tenure-earning must be specified in their contract of employment.

**1. Transfer of Tenure Earning Credit on Appointment:**

Faculty members with tenure earning credit at another institution may apply to have their tenure earning credit transferred at the time of their initial appointment to the College. Upon recommendation of the department Chair and subject to the approval of the Dean, up to four years of tenure earning time may be credited. Such approval must be in writing prior to the start of employment and must be based upon official documentation of the faculty member's tenured or tenure earning status at the previous institution(s).

**2. Tenure on Appointment:**

In very unusual circumstances an individual may be recommended for tenure prior to having completed a year of full-time service at USF. The award of tenure on appointment requires the concurrence of the department Chair, the department APT and College Faculty Affairs Committees, and the approval of the Dean, Vice President, President and the Board of Trustees.

**(d) Joint Faculty Appointments:**

- University Faculty may be offered a Joint appointment at the same rank as held in another College or department. Joint appointments at the same rank are the decision of the department Chair and Dean, with support of the department APT and the College Faculty Affairs Committees. Joint appointments may require the approval of the involved Chairs and respective Dean(s).

**(e) Courtesy (University) Faculty Appointments:**

- Unpaid appointment of individuals with a faculty appointment within the University. Courtesy rank is generally the same as the primary rank. If the rank is the same as the primary University appointment, appointments as Courtesy Faculty are the decision of the department Chair and Dean, with support of the department APT Committee.

**(f) Courtesy (Affiliate) Faculty Appointments:**

- Unpaid appointment of professionals within the community who contribute to mission of the College. Courtesy (Affiliate) faculty appointments are the decision of the department Chair and Dean, with support of the department APT Committee.

### 3. CRITERIA FOR APPOINTMENT OR PROMOTION

#### 3.0 General:

The College has various pathways for appointment and promotion so that the nature of a Faculty member's departmental responsibilities can be taken into consideration in evaluating recommendations for appointment or promotion. The **Tenure Earning Pathway** is designed for ranked Faculty with either full or partial tenure earning appointments who are expected to be able to meet the criteria for tenure outlined in Section 3.1(b)1 below. The Faculty member's pathway must be specified at the time of recommendation for appointment or promotion. The **Research Pathway** is designed for ranked Faculty with non-tenure earning appointments who are primarily supported by research grants and who are engaged principally in research/scholarship activities, and are expected to have some teaching and service activities. This pathway is discussed in Section 3.1(b)2. The **Teaching Pathway** is designed for ranked faculty with non-tenure earning appointments who are primarily engaged in teaching activities, and are expected to have some research/scholarship and service activities. This pathway is discussed in Section 3.1(b)3.

Promotions to the rank of tenure earning or non-tenure earning Assistant Professor are the decision of the department Chair and Dean, with support of the department APT Committee. Promotions to the rank of non-tenure earning or tenure-earning Associate Professor and above are made during the University annual promotion and tenure process in accordance with the University and College Promotion and Tenure Guidelines.

#### 3.1 Criteria for Appointment or Promotion

**(a) Assistant Professor** – The following criteria must ordinarily be met for appointment or promotion to the rank of Assistant Professor:

- A minimum of a Doctorate degree and meeting of SACS credentialing requirements for the specific discipline.
- An expectation of continued growth as a teacher.
- An expectation of continued growth as a scholar/researcher.
- An expectation of contributions in the area of service commensurate with the College's mission.
- An expectation of collegiality and participation as a citizen of the University.

**(b) Associate Professor** - The following criteria must ordinarily be met for appointment or promotion to the rank of Associate Professor:

- The minimal criteria for Associate Professor include the following: The candidate should have completed all formal academic preparation for a teaching career and should have had substantial experience in teaching, research, advanced study,

or have applicable non-academic professional experience. The faculty member should also have demonstrated a capacity for continuing growth as a teacher, as a scholar, and as a member of his/her profession. The faculty member should have made substantial progress in obtaining eminence in scholarly or professional field. There must be clear evidence or recognition beyond the University at a regional and national level.

- The faculty member will have the capacity for performing in a consistently competent manner in course development, curriculum planning, course teaching, providing guidance service and counseling to students and younger staff members, and participating in meaningful University activities.
- A minimum of five years of continuous and productive accomplishment as an Assistant Professor at the University, or the equivalent. Under exceptional circumstances, candidates with less than five years as Assistant Professor may be considered with appropriate justification by the department Chair and a strong recommendation by the department APT Committee. If a candidate goes up early, this should be stated in letters to reviewers prepared by the Chair.
- Collegiality and participation as a citizen of the University and the College.
- Contributions in the area of service to the College or University, their profession and/or the community.
- Supportive letters of review from appropriately qualified individuals at other institutions in the faculty member's field who can document their standing and reputation and assess their qualification, professionalism, and scholarly accomplishments. Such reviewers should be of an academic rank, which is equal or greater than the one proposed for the nominee. The reviewers should also disclose any potential conflicts of interest in providing an unbiased review, including information about whether they have previously worked with, trained with, or taught the candidate and, if so, where and for how long, or if they are personally or socially related to the candidate.
- Submission of up to five representative reprints of the candidate's scholarly publications or works, and;
- The pathway specific criteria outlined below.

#### **1. Tenure Earning Pathway:**

- Establishment of a reputation, within both the College and the larger academic community as an authority in their chosen field, either as an original investigator or an outstanding teacher. This may be evidenced by documenting achievements such as those listed in Section 4 below and by at least five independent external letters of review.
- Strong record of accomplishment in classroom or laboratory teaching as demonstrated by student and faculty evaluations.

- Outstanding record of research/scholarship as supported by a consistent record of research awards and/or publications of high quality in major journals in the faculty member's field of endeavor, or their equivalent. The record should be sufficient to predict, with a high degree of confidence, continuing productivity in research/scholarship throughout the individual's career.

## **2. Non-Tenure Earning Research Pathway:**

- Establishment of a reputation as an authority in the individual's chosen field as an original investigator with a focused area of independent research accomplishment, as evidenced by documenting achievements such as those listed in Section 4.2 below and by at least five independent external letters of review.
- Demonstration of outstanding accomplishment in research and scholarly activity including the demonstration of independent extramural funding as a principal investigator.
- Satisfactory record of accomplishment in the classroom or laboratory as demonstrated by student and faculty evaluations.

## **3. Non-Tenure Earning Teaching Pathway:**

- Establishment of a regional reputation as an educational authority in specific discipline as an outstanding teacher, as evidenced by student and faculty peer comparative evaluations and document achievements such as those listed in Section 4.1 below and by at least three (3) independent external letters of review and up to two (2) letters attesting to performance in the College may be requested from colleagues at the College and University.
- Documentation of continuing effectiveness and outstanding accomplishment as a teacher, together with a minimum of strong achievement in scholarly activity.
- Recognition of outstanding educational accomplishment, as evidenced by having established a national reputation through peer reviewed educational publications, creative works, educational grant awards, being sought out for educational consultation by colleagues and/or serving as a contributor for test item writing for and/or the demonstration of an equivalent level of skill and qualification in other related areas.

**(c) Professor** – Promotion or appointment to the rank of full Professor should be based on outstanding scholarly, educational and/or service contributions to one's profession. The following criteria must ordinarily be met for appointment or promotion to the rank of Professor:

- A minimum of five years of continuous and productive accomplishment as an Associate Professor at the University, or the equivalent. Under exceptional

circumstances, candidates with less than five years as Associate Professor may be considered with appropriate justification by the department Chair and a strong recommendation by the department APT Committee. If a candidate goes up early, this should be stated in letters to reviewers prepared by the Chair.

- Stature in the academic field through research, writing, professional practice, and/or leadership in professional and learned organizations.
- Attainment of authoritative knowledge and reputation in a recognized field of learning.
- Demonstrated achievement in maintaining a teaching and/or research effectiveness of high order.
- Evidence of national and/or international recognition for one's work.
- Collegiality and participation as a citizen of the University and the College.
- Supportive independent letters of review from appropriately qualified individuals at other institutions in the faculty member's field who can document their standing and reputation and assess their qualifications, professionalism, and scholarly accomplishments. Such reviewers should be of an academic rank, which is equal or greater than the one proposed for the nominee. The reviewers should also disclose any potential conflicts of interest in providing an unbiased review, including information about whether they have previously worked with, trained with, or taught the candidate and, if so, where and for how long, or if they are personally or socially related to the candidate.
- Submission of five representative reprints of the candidate's scholarly publications or works, and;
- The pathway specific criteria outlined below.

#### **1. Tenure Earning Pathway:**

- National or international recognition for excellence and accomplishment in their chosen academic field. This may be evidenced by documenting achievements such as those listed in Section 4 below and by at least five (5) independent external letters of review.
- A record of accomplishment in the classroom or laboratory that must be demonstrated by student and faculty evaluations.
- Established record of productive research/creative work of national or international visibility, supported by a consistent record of substantial publications in peer-reviewed journals and/or textbooks, or their equivalent. The record should predict continuing high quality productivity in research/creative work throughout the individual's career.

## **2. Non-tenure Earning Research Pathway:**

- National and/or International recognition for excellence and accomplishment in their chosen academic field as an original, independent investigator, as evidenced by documenting achievements such as those listed in Section 4.2 below and by at least five independent letters of review.
- Demonstration of outstanding accomplishment in research and scholarly activity including the demonstration of continuing independent extramural funding as a principal investigator.
- Satisfactory achievement in teaching, either by mentorship of graduate students in the laboratory or by participation in the courses of the undergraduate or graduate programs in the College.

## **3. Non-Tenure Earning Teaching Pathway:**

- National and/or International recognition for excellence and accomplishment in their chosen academic field as an outstanding teacher or the demonstration of equivalent recognition in the academic community for outstanding accomplishments within their discipline as evidenced by documenting achievements such as those listed in Section 4.1 below and by at least five (5) independent external letters of review. Up to three (3) additional letters of review attesting to performance in the College may be requested from colleagues in the College.
- Documentation of continuing effectiveness and accomplishment as a teacher, together with satisfactory achievement in scholarly activity as evidenced by the publication of original articles or reviews in professional publications, or a lifetime of achievement in their chosen professional field.

## **4. CRITERIA FOR EVALUATION OF APPLICANTS**

### **4.0 General**

The following criteria are to be used as a guide in evaluation of candidates for appointment, promotion, and/or tenure. *The items cited are examples only. It is expected that each department will weigh the relative weight of these items in respect to department priorities. It is not expected that faculty members will accomplish all items cited.* For appointment, the appropriate documentation should appear in the curriculum vitae, department Chair's or Dean's letter, and letters of recommendation. Faculty documentation for promotion and tenure will be made available by faculty, departments, and, the official personnel file. Excellence in all of these areas will not be necessary for appointment, promotion and/or tenure, but outstanding accomplishment in some areas and adequacy in most areas is expected.

## 4.1 TEACHING

- Teaching is a fundamental function of the faculty of the College of Public Health. All tenure earning and tenured faculty are expected to have a teaching assignment. Effective teaching requires a thorough knowledge of the subject, the ability to present the material and the ability to work with, motivate and serve as a positive role model for students.
- Teaching occurs in a variety of settings and a variety of ways. While teaching does occur in the traditional classroom, it also occurs in a number of other less traditional and less obvious settings. Even in classrooms, teaching may involve less traditional methods such as team teaching, the use of small groups of students, and the use of new teaching technologies such as the internet. Graduate teaching also occurs in research laboratories, in the context of research projects, and in practice settings. Teaching also occurs when faculty supervise masters theses, doctoral dissertations, other forms of student directed research, and field training activities. Furthermore, teaching occurs in the faculty-student academic advising process. Faculty in the College of Public Health also do a considerable amount of continuing education in the form of workshops, short courses, etc. For the purposes of promotion and tenure, continuing education is considered to be within the “teaching” category.
- Teaching has three components: process, content and outcomes. Process is how one teaches, that is, the use of a variety of appropriate and up-to-date teaching methods; content is what one teaches, and outcomes is the result or the impact of teaching on the student (e.g., what the student learns or can do as a result of teaching).
- It is the responsibility of each tenure-track faculty to develop and maintain a teaching portfolio. Faculty are encouraged to take advantage of workshops and written materials on developing a teaching portfolio. This portfolio should be updated annually, and should be presented at the same time of promotion and tenure. For promotion and tenure, all three components of teaching should be evaluated and documented. While peer-review of teaching in the tenure and promotion process is critical, the evaluations of the Chair and Dean are appropriate additional information.
- Faculty are expected to have strong levels of performance in teaching to be considered for tenure and promotion. *Examples of evidence* of high quality teaching may be demonstrated by including the following types of materials and information in the teaching portfolio:

### (a) Process

- Documentation of the courses taught, including continuing education courses, for the preceding four years, with numbers of students involved. Evidence of innovative approaches to teaching should be included.
- Numbers of undergraduate, masters and doctoral students advised or supervised. Evidence that student advising is effective includes at least

academic advising and supervising of student research and field training experiences.

- Evidence of successfully mentoring graduate students through the thesis, or dissertation process.
- Scope of teaching activities such as size and level of teaching load, and any exceptional responsibilities undertaken, e.g. teaching more than the “usual” or standard load for the department.
- Evaluation by students of courses taught including a summary statement indicating how these evaluations generally compare to others in the department.

#### **(b) Content**

- New developments in the discipline should be reflected in the course content.
- Evidence that teaching methods and course content are periodically peer-reviewed. Peer review by senior faculty or other outside experts includes the following: classroom visitations, review of course syllabi and other related materials, and review of student evaluation of teaching.

#### **(c) Impact**

- Evidence of impact of all forms of teaching (e.g. classroom and internet teaching, supervising students in research and field experiences, academic advising, and continuing education) on the professional careers of former students, colleagues, and junior faculty.
- Evidence of annual self-evaluation of teaching.

#### **(d) Other Considerations:**

In addition to the above minimum requirements, high quality teaching can be demonstrated by presenting the following types of materials and information:

- Documentation of activities in curriculum and program development.
- Evidence of innovation in teaching methods, course content, other learning experiences, curriculum development or revision, and use of appropriate technology. Provide information on teaching workshops and other training taken.
- Evidence that contributions to teaching are being adopted or are affecting teaching programs at other institutions.
- Evidence that teaching has a significant impact on students beyond what is considered usual or normal.

- Awards received in recognition of outstanding teaching.
- Publications and adoption of textbooks.
- Invitations to serve as consultant in educational programs and methods.
- Grants to support instructional activities (where these can be construed as an individual faculty member's accomplishments).
- Grants to support research activities, which also have some impact on teaching; such as, research grants, which involve students, or where new laboratory equipment is also used for teaching purposes.

**(e) Responsiveness And Collaboration:**

- Evidence of capacity to sustain and build relationships and teams for teaching.
- Engagement in collaborative interdisciplinary teaching.
- Contributions to department and College teaching missions.

**(f) Support Structure:**

- Contributions to support structures of the department and School.
- Mentoring and advising of junior faculty and students.
- Participation in programs (certificate programs, workshops) directed to enhancing skills of practitioners.
- Evidence of leadership in the design, delivery and evaluation of teaching programs that catalyze others to achieve their maximum potential.

## **4.2 RESEARCH AND SCHOLARSHIP ACTIVITIES**

Faculty research performance can be assessed in the following areas, utilizing documentation provided by the faculty member, independent judgment of recognized experts, awards received by the faculty, etc. *The items cited are examples only. It is expected that each department will weigh the relative weight of these items in respect to department priorities. It is not expected that faculty members will accomplish all items cited. Faculty are expected to be outstanding in this area.* In each research excellence area, the faculty may meet some criteria:

**(a) Quality**

- Importance of research areas relative to the faculty's discipline or public health publications in quality journals with significant impact (e.g. citation index).

**(b) Significance**

- Documented contributions by the faculty member to the field.
- Impact of research on research, practice, and health policy.
- Stimulated others work.

**(c) Collaboration**

- Evidence of team work.
- Successful collaborative research both within and cross discipline.
- Contribution to departmental and College wide mission.

**(d) Administration of Research Project**

- Leadership in team building.
- Effective management of research projects.

**(e) Recognition by Peers at National And International Level**

- Awards received by the faculty that recognize faculty's contributions.
- Election or appointment of the faculty to leadership positions of national and international organizations.
- Service as a reviewer or editor of scientific journals.
- Service on scientific review or advisory committees based on research accomplishment.
- Ability to procure external funding, particularly peer reviewed funding.

**(f) Potential of Success In Future Research And Study**

- Documented plan for continuing research.
- Documented efforts of seeking external funding (e.g. developing and pending grant proposal).

## **(g) Public Health Practice**

- The application of research and scholarship guidelines to the area of public health practice is both highly important and complex. For this reason the following guidelines have been developed in assisting faculty and reviewers to determine when practice activities may appropriately be discussed under the category of Research and Scholarship.

### **1. Quality of Practice**

- The practice area is important relative to human health.
- The development of new programs and policies has an impact on the health of the public.
- The ability to incorporate new developments in the discipline and apply knowledge to current problems that influence the health of the public.
- Research on practice, attributable to the faculty member, represents a contribution towards moving a discipline forward.
- For research collaborations, the portion of the work attributable to the faculty member represents a major contribution towards moving a discipline forward.
- Publications in high quality, high impact journals, with evidence that these works are cited by others.
- Participation in task forces and joint ventures.
- Documentation that the practice contributions have had important effects on policy, and/or on a community, agency, or program.
- 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.
- Evidence that new knowledge, methods, or policies derived from the candidate's public health practice have diffused to other communities or health agencies.
- 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 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.

- Receipt of honors or awards in recognition of outstanding contributions to public health practice.
- Invitations by other institutions or health agencies to help plan, organize or review public health practice activities.
- Grants and contracts received to fund public health practice activities.

## **2. Innovation**

- Identification of new areas or application of new methods or approaches in practices that address the health of the public.
- Participation in new partnerships.
- Ability to procure funding, especially peer-reviewed funding.
- Cost-effectiveness of practice approaches developed.

### **4.3 SERVICE**

- Science is a process of pursuing knowledge that transpires within a community of scholars. A community is characterized by interdependence. Scholarly innovations are often built upon the established contributions of others in the community. Through peer reviews and replication of studies, the community deliberates over when data are to be considered knowledge. Members of the community then translate the knowledge into practical benefits for the broader society of which the community is a part.
- Each person derives benefits from the community and each has a responsibility to work to the benefit of other members. Service to the scholarly community occurs in various arenas: the College of Public Health, the University, institutions specific to a discipline, and to governments and organizations at the local, state and national levels.
- All tenure-track faculty must share in the work necessary to maintain the operation of the College. Furthermore faculty are expected to contribute to the growth of the College 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 and provides benefits to broader society.
- Documentation of service activities should include a listing of the items below (or others) relevant to the faculty member's work. Other documentation, e.g., letters from key people who can evaluate the quality and quantity of the service activity and its impact, is strongly encouraged. It is the responsibility of the applicant to provide sufficient documentation so that the department APT and College Faculty Affairs Committees can determine as best as possible the value, impact and/or specific contribution of the service activities.

- *The items cited are examples only. It is expected that each department will weigh the relative weight of these items in respect to department priorities. It is not expected that faculty members will accomplish all items cited. Examples of service activities related to the University, the profession, and the broader community include:*

**(a) Professional**

- Membership on committees of the department, College, University, or within the profession.
- Other contributions to faculty governance (e.g. conducting special studies for the department, College or University).
- Membership in, or leadership of, a professional organization.
- Serving in an administrative capacity for the department, College, center, or University (e.g. department Chair, Dean, Associate Dean, center Director).
- Serving as an editor or on the editorial board of a professional journal.
- Reviewing manuscripts for professional journals.
- Participation or consultation to an accreditation or other educational review board (e.g. membership in a CEPH site visit team).

**(b) Practice**

- 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).
- Membership on national or international committees, boards, etc.
- Engagement in collaborative practice projects.
- Contributions to department and College practice missions.

**4.4 GENERAL CONSIDERATIONS**

- Transcending the specific criteria enumerated above, other factors that are important for promotion and tenure include:
  - Collegiality
  - Good rapport with students
  - Reliability and responsibility

## 5. GUIDELINES FOR TENURE

### 5.0 General

The decision to grant tenure is one of the most critical in University life and is unparalleled in other organizations. Tenure anticipates the quality of contact between a faculty member and literally thousands of students. The granting of tenure must be the result of a careful analysis of a faculty member's consistent record of achievement and contribution in scholarship, teaching, and service to the University, the profession, and the community.

The University's decision to *recommend the granting of tenure to the Board of Trustees* must be made on the basis of a faculty member's activities and accomplishments over a period of time sufficient in length to judge the substance and regularity of scholarly, teaching, and service contributions. The review must lead to the conclusion that the faculty member possesses teaching skills and the breadth necessary to accommodate changes in the content of his or her teaching responsibilities, the ability to maintain a current and contributing role in his or her profession or academic discipline, and their readiness to contribute to the University and to the community. Consideration should be given to the candidate's ability and willingness to work cooperatively within the department, College, and/or campus.

The departments of the College of Public Health will vary in their emphasis as individuals vary in their relative contributions and responsibilities. In all departments, however, faculty members must have a consistent pattern of positive evaluation in teaching and substantive scholarly contributions that is shown to be significant and current. Service contributions to the University, profession, and community also are necessary. Contributions to public health through the application of knowledge in Public Health Practice are expected. Participation in the governance of the institution is both a right and an obligation of every faculty member.

The University's decision to *recommend tenure to the Board of Trustees* must be based on documented, substantial, and continuous contributions in scholarship, research, creative activity, and in teaching which are sufficient to forecast a career pattern. The number of publications alone, for instance, is not a sufficient indicator of scholarly contribution. One key monograph which changes the course of an area of study in one's discipline along with additional, yet unpublished work related to that area might represent such sustained and substantial effort. A monograph of a more routine nature might not. Similarly, numerous journal articles or other contributions, important though not benchmark accomplishments in one's field, may serve to accumulate a record of substantive contributions. The judgment which must be made in the tenure decision is whether there is a record of continued scholarly growth and contribution worthy of tenure in the College of Public Health.

Recommendations for the granting of tenure to persons who do not qualify for the rank of Associate Professor will not be supported except in the most exceptional of circumstances. In all cases the granting of tenure must meet the criteria of University guidelines.

## 5.1 ANNUAL PROMOTION AND TENURE PROCESS

- (a) Applications for tenure and/or promotion to Associate Professor are considered during the University annual Promotion and Tenure Review Process. It is the responsibility of the department Chair to inform faculty members of their standing regarding tenure earning time at the University in order to determine the appropriate timing of the tenure review process. The faculty member, in consultation with the department Chair, initiates the tenure and/or promotion process.
- (b) Applications for promotion or tenure of faculty are prepared utilizing the forms and guidance provided by the Vice-President for USF Health and in accordance with the College APT Guidelines. In addition to these forms:
  - 1. A letter of recommendation shall be provided from the department Chair outlining the contribution of the applicant to the department, College and University, and detailing any information not evident in the curriculum vitae or other materials relative to the merit of promotion and/ or tenure. (This letter is inserted in the document after the department APT committee has made its recommendation).
  - 2. At least five external letters of recommendation shall be provided which are selected to provide documentation of the faculty member's recognition at a regional, national and/or international level within their discipline. An external reviewer is someone based outside the University. The candidate should also have at least one internal reviewer who is outside the College but within the University.
  - 3. External reviewers should have an appropriate background and professional stature to objectively evaluate the applicant's record of achievement in his or her scholarly field. The reviewer should be a faculty member or scholar who has knowledge of the individual and his or her work. Ideally external reviewers should not have a close association with the applicant, such as collaborators in research and publication, but it is recognized that at senior levels in certain fields, it may be unrealistic to expect all reviewers to have no connection to the applicant. Internal reviewers should be individuals within the University who have knowledge of the applicant's contributions and activities on campus.
  - 4. The selection of external reviews begins with the applicant who provides a list of potential reviewers to the department Chair. The Chair selects which reviewers to contact from that list (usually more than 5 for external reviews and more than 3 for internal reviews to ensure an adequate response) and sends letters requesting an evaluation. *The department APT committees should review the list and make recommendations to the Chair.* In the event of disagreement between the faculty member and the Chair on the qualifications of the reviewer, the description of the disagreement shall be provided to the faculty member in writing by the Chair with a request (and/or recommendation) for alternate reviewers. If no agreement can be reached the Dean shall have the final decision.

5. Previous years' annual performance evaluations shall be provided in the areas of teaching, research and service. For promotion applications, the previous five years' evaluations are needed, and for tenure applications, evaluations for all years of service at the University are included.
- (c) The faculty member forwards the completed application packet for tenure and/or promotion to the Office of the Dean for review of the document's completeness and compliance with University and College policy. If the application is complete and in compliance with these policies, it is referred to the department APT committee (described below) and/or the tenured faculty of the department, to review and make recommendations. The faculty member is responsible for ensuring that the promotion and/or tenure application packet complies with the University and USF Health guidelines. If packets submitted for the annual promotion and tenure process are not in compliance with the published guidelines and by the application submission deadline date, review will be delayed until the following year's review process.
  - (d) Any department with at least three tenured faculty members will have a departmental APT committee, elected by department faculty. The departmental APT committee votes on applications for promotion and tenure. *Applications for promotion to full professor are voted on only by full professors in the department. The department committee votes by secret ballot, and forwards its recommendations to the department Chair.*
  - (e) The Chair reviews the recommendations of the department APT committee then inserts his or her own recommendation into the application file. Next the document is sent to the College Faculty Affairs Committee.
  - (f) The College Faculty Affairs Committee, using the guidelines established by USF and the College of Public Health, reviews the application. The results of the secret ballot votes *and committee summary and recommendations* are submitted to the Dean along with the complete application files.
  - (g) The Dean reviews the application and recommendation of the Faculty Affairs Committee and makes a recommendation. The tenure application and recommendations are sent to the Vice-President for USF Health who makes final recommendations to the President of the University *who finalizes promotion decisions and recommends tenure decisions to the Board of Trustees.*
  - (h) The tenure and promotion process occurs one time annually on a schedule delivered to the faculty on or before September 1 of each year.
  - (i) Tenure and promotion is awarded at the beginning of the contract year (August), which is the conclusion of the review and award process.