

COLLEGE OF PUBLIC HEALTH

FACULTY AFFAIRS

APPOINTMENT, PROMOTION AND TENURE GUIDELINES

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1. INTRODUCTION

1.0 General:

The following Guidelines were prepared by the College of Public Health Faculty Affairs Appointment, Promotion and Tenure Committee. They detail College-wide criteria and procedures to be used in recommendations for appointments, promotions and tenure for faculty in the Professorial ranks.

It is recognized that the College of Public Health is a multi-disciplinary College, thus, the types of accomplishments required to meet the College criteria for tenure and promotion may vary amongst disciplines and must be explained in tenure and promotion evaluations.

These Guidelines will be effective June 5, 2015. However, faculty seeking tenure and/or promotion between now and June 5, 2018 should follow the previous guidelines unless they request in writing 30 days prior to the commencement of tenure and/or promotion consideration that they would prefer to use the 2015 Guidelines.

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 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. It is not expected that equal weight will be given to all items cited as examples, nor is it expected that faculty members will accomplish all of the examples cited. The Dean/designee must ensure that these guidelines are made available to all faculty in the College.

1.1 CPH Committee on Appointment, Promotion, and Tenure:

- One of the roles of the College Faculty Affairs Committee is to serve as the College Appointment, Promotion and Tenure (APT) Committee. Membership on the College APT Committee is limited to faculty who have been appointed to a professorial ranked faculty position within the College for at least two years.
- Only those members who have received tenure at the University of South Florida will be eligible to review and make recommendations on tenure applications.

- Professorial non-tenure track faculty may serve on committees evaluating applications of non-tenure track faculty at lower ranks.
- If faculty have joint appointments with other Colleges and are assigned twenty-five percent or more of their effort to that College, a letter of review and recommendation should be solicited from the secondary College Chair and Dean at the time of review for promotion and/or tenure. Further, a representative from the secondary College will be invited to participate in College committee discussions involving faculty who have joint appointments as described above.
- The Dean should neither vote nor participate on any tenure and promotion committee; this exclusion applies to Assistant or Associate Deans when they participate in the tenure and promotion process in support of, or as delegated by the Dean.
- If faculty serving on the College APT Committee are on assignments or leaves of absence away from the College such as sabbaticals, fellowships, Fulbrights, etc., for more than four consecutive weeks, the College should elect someone to serve as an alternate member until he or she returns.
- Terms of committee members will be staggered and ordinarily should not exceed three years.
- Members should ordinarily serve no more than two consecutive terms.
- All members of the College APT Committee are expected to participate in the review process and must review the application files prior to discussion. Following a vote by secret ballot, the ballots from faculty who are eligible to vote based on the above bullets are counted immediately in the presence of committee members, and the tally is recorded. Written narratives from majority and dissenting minorities, if any, must be included with the record.
- The composition of the APT Committee is purposely constituted to include broad representation across the three (3) primary professional pathways for faculty members with primary appointments in the College (Research, Teaching, Practice), as well as across ranks to ensure that the needs and perspectives of all faculty members are represented. To this end, the following bylaws are in effect for representation and service on the FA Committee:
Membership of the Faculty Affairs Committee will consist of: six (6) Full Professors, four (4) tenured; three (3) Associate Professors, two (2) tenured; two (2) Assistant Professors, one (1) tenure-earning; one (1) from each of the following Pathways – Research, Teaching and Practice, and also one (1) Instructor who serves as Ex Officio.

Faculty who are also in student status may NOT serve on the APT Committee.

- The committee will include a minimum of nine (9) and maximum of fifteen (15) members at any given date in time, which allows for faculty departures, resignations, and interim staffing changes.
- The Assistant Dean of Undergraduate Studies shall assign at least one (1) Instructor to serve as an *Ex Officio* member of the Committee. With this structure, ranks of Instructor I or II can be interpreted as “Assistant Professor,” and ranks of Instructor III and IV can be interpreted as “Associate Professor.”

- All members of the Committee will have at least a 0.50 FTE appointment in the College.
 - Appointments on the Committee shall be for a term of two (2) years. Members MAY serve NO MORE THAN two (2) consecutive terms.
 - After remaining off the Committee for a minimum of one (1) year, previous members can be re-appointed to a new 2-year term on the Committee.
 - The FA Committee Members (APT Committee) elect the Chair who must be a tenured full professor.
 - In accordance with the CPH Governance Manual, faculty with the title of Assistant Dean or above may not serve on the Faculty Affairs (APT) Committee.
- The College APT Committee is charged with advising the Dean on matters related to the appointment, promotion and tenure of faculty to include, but not limited to:
 - Recommend College criteria and procedures for Appointment, Promotion and Tenure in accordance with the University Promotion and Tenure Guidelines.
 - Participate in the annual Promotion and Tenure process and make recommendations regarding applications for Promotion and Tenure.
 - Committee Members, regardless of rank, may review and make recommendations on all applications for promotion from faculty, who are appointed at a rank lower than that of the Committee Member.
 - Only those Committee Members who have received tenure at the University of South Florida will be eligible to review and make recommendations on tenure applications.
 - Participate in the annual mid-tenure and mid-promotion process and provide written feedback to applicants with regard to their progress toward tenure and/or promotion.
 - Recommend to the Dean rank and tenure status for proposed appointments to the faculty.

2. GUIDELINES FOR APPOINTMENT

2.0 General:

Appointments to the faculty are made in writing by the Dean and Senior 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 faculty. Faculty are appointed to the College and identify the primary Strategic Area within which they will initially be affiliated.

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 Collage are:

- **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 doctoral degree. 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 doctoral degree, or equivalent, and a record as outlined in the criteria set out in Section 3.1 and 3.2 below.
- **Associate Professor:** This appointment requires a doctoral degree, or equivalent, and a minimum of two years of continuing and productive service as an assistant professor at the University, or the equivalent if transferring from another academic or research institution and a record as outlined in the criteria set out in Section 3.1 and 3.2 below.
- **Professor:** This appointment requires a doctoral degree, or equivalent, and a minimum of two years of continuing and productive service as an associate professor at the University, or the equivalent if transferring from another academic or research institution and a record as outlined in the criteria set out in Section 3.1 and 3.2 below.

2.2 Appointment Modifiers:

Faculty members' appointments are further defined by the designation of a "modifier" as indicated in their university employment contract. Faculty members include these appointment modifiers as part of their working academic titles, except as specially noted below.

- **Adjunct:** An appointment paid from OPS (temporary fund source). Such appointments are for temporary employment and the term of employment is only for the period specified in the offer.
- **Courtesy:** Unpaid appointment of individuals with a faculty appointment within the University. Courtesy rank is the same as the primary appointment rank.
- **Affiliate:** Unpaid appointment of professionals within the community who contribute to the mission of the College.
- **Emeritus:** An honorary title which may be conferred by the President at retirement in recognition of distinguished service.

- **Honorary/Honoris Causa:** An unpaid appointment by the President of an individual having distinction and honor in his/her field, but who may not possess the normal requirements for the position.
- **Interim:** This modifier is used only for administrative titles, such as Dean, Associate Dean, and Director. Faculty members who have both administrative and academic titles (e.g. Director and Professor) may have the administrative component designated as Interim when filling a vacancy for a limited time.
- **Joint:** An unpaid appointment when the person is regularly participating in the teaching and/or graduate supervision responsibilities of more than one academic College/unit within the University. May have voting privileges and may have a portion of salary paid by the CPH via pay distribution. Joint rank is the same as the primary appointment rank.
- **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 on a position. Typically, tenured or tenure-earning appointments. The appointment modifier is not included in the title.
- **Teaching:** A non-tenure earning appointment on a position 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 on a position when the person is engaged primarily in research/scholarly activity, but is expected to participate in teaching and service.
- **Practice:** A non-tenure earning appointment on a position when the person is engaged primarily in practice-relevant teaching/workforce development and community engagement activities, but is expected to participate in research/scholarly activity and service.
- **Visiting:** An appointment on a position 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 Procedures - Professorial Ranked Faculty Appointments:

(a) General - Tenure Earning and Non-Tenure Earning:

- Appointments to the faculty are made in writing by the Dean and Senior Vice President, USF Health upon the recommendation of the faculty.
- Appointments on all professorial ranked faculty appointments are the decision of the Dean, with support of the College APT Committee and must meet the criteria outlined in Section 3.1 below.
- Recommendations for appointment on all professorial ranked faculty must be accompanied by three (3) letters of recommendation from individuals who are well acquainted with the candidate's work and professionalism in accordance with Section 3.1 below. Recommendations for appointment on positions at the rank of Associate and Professor must be accompanied by up to five (5) representative reprints of the candidate's scholarly publications or works.

- Supportive letters of review must be 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 to 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.

(b) Tenure Earning Appointments:

Faculty appointed on positions at 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.

In general, tenure will not be awarded prior to an initial period in rank. However, tenure may be awarded upon initial appointment with the concurrence of the College APT Committee, and the approval of the Dean, Senior Vice President, USF Health, President and the Board of Trustees. In determining such an award, the guiding principle will be to follow College procedures in an expedited process that will not inordinately delay hiring decisions.

In support of recommendations for tenure upon initial appointment, the Senior Vice President, USF Health will receive the following information:

- Written statement(s) of review of tenure eligibility including compelling statement on the unique achievements of the faculty member that support the basis for tenure from the Chair of the College APT Committee and the Dean.
- Candidate's curriculum vitae and completed CPH Tenure Upon Appointment Application with supporting documents; and,
- Official starting date for the position, the letter of offer, which has explicit mention of the tenure offer, pending Board of Trustees approval.

Upon approval the University President will forward the tenure recommendation to the Board of Trustees for approval at the earliest meeting at which tenure upon appointment is considered.

(c) Joint Faculty Appointments:

- University faculty may be offered an unpaid joint appointment at the same rank as held in their primary College or department. Joint appointments at the same rank as the primary rank are the decision of the Dean. Joint appointments at a rank higher than that held in the primary College or department must be supported by the College APT Committee.

(d) Courtesy Faculty Appointments:

- Unpaid appointment of individuals with a faculty appointment within the University.
- Courtesy rank is generally the same as the primary rank. Appointments as Courtesy faculty at the same rank as held in the primary College or department are the decision of the

Dean. Courtesy appointments at a rank higher than that held in the primary College or department must be supported the College APT Committee.

(e) Affiliate Faculty Appointments:

- Unpaid appointment of professionals within the community who contribute to the mission of the College. Appointments as Affiliate Faculty at the rank of Assistant Professor are the decision of the Dean. Appointments above the rank of Assistant Professor require the support of the College 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 responsibilities can be taken into consideration in evaluating recommendations for appointment or promotion. The faculty member's pathway must be specified at the time of recommendation for appointment or promotion.

- **Tenure Earning Pathway** - ranked faculty with either full or partial tenure earning appointments who are expected to be able to meet the criteria for tenure outlined in 3.1 below.
- **Research Pathway** – ranked faculty with non-tenure earning appointments who are engaged principally in research/scholarship activities, and are expected to have some teaching and service activities. This pathway is discussed in 3.2 below.
- **Teaching Pathway** - 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 3.2 below.
- **Practice Pathway** - ranked faculty from the public health or healthcare professions with non-tenure earning appointments who are primarily engaged in practice-relevant teaching/workforce development and community engagement activities, and who are also expected to engage in some practice-relevant research/scholarship activities. This pathway is intended for public health or healthcare professionals in academic settings who do not have an academic assignment or for allied (affiliate) professionals in community settings. This pathway is discussed in 3.2 below.

Upon a written request from the faculty member, he or she may move from a tenure earning appointment to a non-tenure earning appointment with approval from the Dean. If the faculty member would like to return to a tenure earning appointment, he or she must re-apply for a tenure-earning position within the College.

3.1 Criteria for Appointment or Promotion - Tenure Earning Pathway:

The criteria listed below must ordinarily be met for appointment or promotion to the ranks of Assistant, Associate or Professor on the Tenure Earning Pathway:

(a) Assistant Professor:

- A minimum of a doctorate degree or equivalent.
- Demonstrated ability to fulfill the expectation of continued growth as a teacher.
- Demonstrated ability to fulfill the expectation of continued growth as a scholar/researcher, supported by publications or other appropriate evidence.
- Demonstrated ability to fulfill the expectation of contributions in the area of service to the University, profession and/or public commensurate with the College's mission.
- Demonstrated ability to fulfill the expectation of collegiality and participation as a citizen of the University.

(b) Associate Professor:

- A minimum of a doctorate degree or equivalent.
- A minimum of two years of continuous and productive accomplishment as an Assistant Professor at the University, or the equivalent.
- A record of excellence in teaching, including a clearly defined teaching philosophy, participation on thesis and/or dissertation committees, and successful direction of the work of master's and doctoral candidates, where applicable. Additional activities that may be considered are listed in Section 4 below.
- A record of excellence in independent and/or collaborative research and/or creative scholarly work, supported by substantial and sustained publications or their equivalent. Evaluation of applied research should consider potential or actual impact on policies and practices. In order to attain tenure, a faculty member is expected to have established an original, coherent and meaningful program of research and/or creative scholarship and to have demonstrated and clearly documented a continuous and progressive record of research and creative scholarship indicative of potential for sustained contribution throughout his or her career. Additional activities that may be considered are listed in Section 4 below.
- A record of substantive contribution of service to the University, profession and community.
- A record of collegiality and participation as a citizen of the University.
- For Assistant Professors on tenure-track appointments, advancement to the Associate level is made simultaneously with granting of tenure.

(c) Professor:

- A minimum of a doctorate degree or equivalent.
- A minimum of two years of continuous and productive accomplishment as an Associate Professor at the University, or the equivalent.

- A record of collegiality and participation as a citizen of the University.
- A record of excellence in teaching, including a clearly defined teaching philosophy and a record of participation on and as major professor for thesis and/or dissertation committees for master's and doctoral candidates where applicable. Additional activities that may be considered are listed in Section 4 below.
- A national and/or international record of excellence in independent and/or collaborative research and/or creative scholarly work, supported by substantial and sustained publications or their equivalent. Evaluation of applied research should consider potential or actual impact on policies and practices. In order to attain tenure, a faculty member is expected to have established an original, coherent and meaningful program of research and/or creative scholarship and to have demonstrated and clearly documented a continuous and progressive record of research and creative scholarship throughout his or her career. Additional activities that may be considered are listed in Section 4 below.
- A record of substantial contribution of service to the University and to the field, profession and community as appropriate to the mission and goals of the College and/or University. Expectations about the level of meaningful service contributions for candidates for Professor are significantly higher than those for attaining the Associate rank.
- Compelling evidence of significant achievement among peers in one's discipline or professional field at the national or international level. Any recommendation for promotion to the rank of Professor must contain evidence that such distinction has been identified.

3.2 Criteria for Appointment or Promotion - Non-Tenure Earning Pathways:

The criteria listed below must ordinarily be met for appointment or promotion to the ranks of Assistant, Associate or Professor on the Research, Teaching and Practice Pathways:

(a) Non-Tenure Earning Research Pathway:

1. Assistant Professor:

- A minimum of a doctorate degree or equivalent.
- Demonstrated ability to fulfill the expectation of continued growth as a teacher.
- Demonstrated ability to fulfill the expectation of continued growth as a scholar/researcher.
- Demonstrated ability to fulfill the expectation of contributions in the area of service commensurate with the College's mission.
- Demonstrated ability to fulfill the expectation of collegiality and participation as a citizen of the University.

2. Associate Professor:

- A minimum of a doctorate degree or equivalent.

- A minimum of two years of continuous and productive accomplishment as an Assistant Professor at the University, or the equivalent.
- A record of excellence in independent and/or collaborative research and/or creative scholarly work, supported by substantial and sustained publications or their equivalent. Evaluation of applied research should consider potential or actual impact on policies and practices. Additional activities that may be considered are listed in Section 4 below.
- Appropriate record of accomplishment in teaching as demonstrated by documenting achievements such as those listed in Section 4 below.
- A record of substantive contribution of service to the University, profession and community.
- A record of collegiality and participation as a citizen of the University.

3. Professor:

- A minimum of a doctorate degree or equivalent.
- A minimum of two years of continuous and productive accomplishment as an Associate Professor at the University, or the equivalent.
- A record of excellence in independent and/or collaborative research and/or creative scholarly work, supported by substantial and sustained publications or their equivalent. Evaluation of applied research should consider potential or actual impact on policies and practices. Additional activities that may be considered are listed in Section 4 below.
- 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 below.
- Appropriate achievement in teaching, either by mentorship of graduate students or by participation in the courses of the undergraduate or graduate programs in the College.
- A record of substantive contribution of service to the University, profession and community.
- A record of collegiality and participation as a citizen of the University.

(b) Non-Tenure Earning Teaching Pathway:

1. Assistant Professor:

- A minimum of a doctorate degree or equivalent.
- Demonstrated ability to fulfill the expectation of continued growth as a teacher.
- Demonstrated ability to fulfill the expectation of continued growth as a scholar/researcher.

- Demonstrated ability to fulfill the expectation of contributions in the area of service commensurate with the College's mission.
- Demonstrated ability to fulfill the expectation of collegiality and participation as a citizen of the University.

2. Associate Professor:

- A minimum of a doctorate degree or equivalent.
- A minimum of two years of continuous and productive accomplishment as an Assistant Professor at the University, or the equivalent.
- A record of excellence in teaching, including a clearly defined teaching philosophy, participation on thesis and/or dissertation committees, and activities such as those that indicate the potential for a national and/or international reputation for teaching where applicable. Additional activities that may be considered are listed in Section 4 below.
- Documentation of continuing effectiveness and appropriate accomplishments in research and scholarly activity.
- A record of contributions in the area of service commensurate with the College's mission.
- A record of collegiality and participation as a citizen of the University.

3. Professor:

- A minimum of a doctorate degree or equivalent.
- A minimum of two years of continuous and productive accomplishment as an Associate Professor at the University, or the equivalent.
- A record of excellence in teaching, including a clearly defined teaching philosophy and a record of participation on thesis and/or dissertation committees and activities such as those that indicate a national and/or international reputation for teaching where applicable. Additional activities that may be considered are listed in Section 4 below.
- Documentation of continuing effectiveness and appropriate accomplishments in research and scholarly activity.
- A record of substantive contributions in the area of service commensurate with the College's mission.
- A record of collegiality and participation as a citizen of the University.

(c) Non-Tenure Earning Practice Pathway:

1. Assistant Professor:

- A minimum of a bachelor's degree.
- Five years as a public health or healthcare professional or master's degree and three years of professional public health or healthcare experience.

- Demonstrated ability to fulfill expectation of continued growth as a teacher/educator.
- Demonstrated ability to fulfill expectation of continued growth as a scholar/researcher. Independent, sustained funded research is not required.
- Demonstrated ability to fulfill expectation of contributions in the area of service commensurate with the College's mission.
- Demonstrated ability to fulfill expectation of collegiality and participation as a citizen of the University.
- Additional activities that may be considered are listed in Section 4 of the APT Guidelines below.

2. Associate Professor:

- A minimum of a bachelor's degree.
- A minimum of two years of continuous and productive accomplishment as an Assistant Professor at the University, or the equivalent; or, two years of experience at a level comparable to an Associate Director as a public health or healthcare professional with a demonstrated high level of skill and/or achievement and a recognized standing in their professional specialization.
- Demonstrated achievement in community service and engagement supported by demonstrated ability to bridge academic and practice communities to assist faculty and students to translate their work more effectively into practice.
- Demonstrated achievement in research and scholarship supported by evidence that new practice ideas, policies, programs and methods have been disseminated through publications and/or presentations. The "scholarly" product of practice is often in the form of technical reports, presentations to professional meetings and/or "program" type publications as compared to the more traditional research journals. Independent, sustained funded research is not required.
- Demonstrated achievement in teaching, including a defined teaching philosophy and participation in activities such as those that indicate the potential for a national and/or international reputation for teaching where applicable.
- Demonstrated ability to fulfill expectation of collegiality and participation as a citizen of the University.
- Additional activities that may be considered are listed in Section 4 of these APT Guidelines.

3. Professor:

- A minimum of a bachelor's degree.
- A minimum of two years of continuous and productive accomplishment as an Associate Professor at the University, or the equivalent; or, four years of experience as senior public

health or healthcare professional in a position of substantial responsibility, and who is nationally recognized as a leader in public health practice and for advancing state-of-the-art public health and/or healthcare practices.

- A record of excellence in community service and engagement supported by demonstrated ability to bridge academic and practice communities to assist faculty and students to translate their work more effectively into practice.
- A record of excellence in research and scholarship supported by evidence that new practice ideas, policies programs and methods have been disseminated through publications and/or presentations. The "scholarly" product of practice is often in the form of technical reports, presentations to professional meetings and/or "program" type publications as compared to the more traditional research journals. Independent, sustained funded research is not required.
- Demonstrated achievement in teaching, including a defined teaching philosophy, and participation in activities such as those that indicate the potential for a national and/or international reputation for teaching where applicable.
- Demonstrated ability to fulfill expectation of collegiality and participation as a citizen of the University.
- Additional activities that may be considered are listed in Section 4 of the APT Guidelines below.

4. CRITERIA FOR EVALUATION OF APPLICANTS FOR TENURE AND NON- TENURE EARNING APPOINTMENTS, PROMOTION AND/OR TENURE

4.0 General:

The following criteria are to be used as a guide in evaluation of candidates for appointment, promotion, and/or tenure. For appointment, the appropriate documentation should appear in the curriculum vitae, Dean's letter, and letters of recommendation. The items cited are examples only. It is not expected that faculty members will accomplish all items cited.

It is expected that the College APT Committee will weigh the relative weight of these items in respect to the nature of the faculty member's discipline, area of specialization, the proportion of an individual's assignment in the areas of teaching, research and service, and other appropriate factors.

As members of the public health faculty, it is expected that faculty engage with the community in all aspects of their work. Engagement with the community is defined as collaboration between a faculty member and their larger communities (local, regional/state, national, international) for the mutually beneficial exchange of knowledge and resources to improve public health practice and the overall health of those communities. Engagement with the community is integral to the teaching, research and service missions of the College and University and is a strategic goal for both.

4.1 Teaching:

Teaching is a fundamental responsibility of the faculty of the College of Public Health. All ranked faculty are expected to have a teaching assignment and to develop a clear philosophy of teaching. Teaching effectiveness is understood to be fundamentally grounded in demonstrable learning outcomes.

Effective teaching – i.e., teaching that results in learning for those taught - requires a thorough knowledge of the subject; the ability to communicate that knowledge clearly through media appropriate to the subject, discipline, and the needs of students; and the ability to work with, motivate, and serve as a positive role model for students.

Teaching performance is best judged by a comprehensive review of the teaching dossier, which includes the evaluation of teaching by students and peers. Peer reviews by senior faculty or other outside experts include classroom visitations, review of course syllabi and other related materials and review of student evaluations of teaching. It is essential that the Dean/designee also conduct an independent evaluative review.

Evaluation of teaching must take into consideration an academic unit's instructional mission; proportion of an individual's assignment in teaching, class size, scope, and sequence within the curriculum; as well as format of delivery and the types of instructional media utilized. Evaluation of teaching effectiveness should consider the wide range of factors that impact student learning and success. Moreover, effective teaching and its impact on learning can take place in a variety of settings; workshops; panels; through service learning activities, community engagement and internships; in laboratories; within on- and off-campus communities; in organizations, in education abroad settings, such as field schools; and through mentoring of students, including undergraduate and graduate student research. Engaging the community to enhance curriculum, teaching and learning and prepare educated, engaged citizens is a strategic goal of the University and College. Evaluation of teaching effectiveness in formats and settings outside the classroom should include consideration of the impact of student learning on practice, application, and policy.

Teaching has three components: process, content and outcomes. For promotion and tenure, all three components of teaching will be evaluated and documented. 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), publications, adoption of textbooks and teaching methods that are adopted by others.

It is the responsibility of each ranked faculty to develop and maintain a teaching portfolio that addresses all three components of effective teaching. This portfolio should be updated annually, and shall be presented at the time of promotion and/or tenure.

Examples of evidence of high quality teaching may be demonstrated by including the types of materials and information in the teaching portfolio listed below. The items cited are examples only and it is not expected that faculty members will accomplish all of them. It is expected that the College APT Committee will consider the relative weight of these items in respect to the nature of the faculty member's discipline, the area of specialization, the proportion of an individual's assignment in teaching, and other appropriate factors.

(a) Process:

- Documentation of the courses taught, including continuing education courses, for the preceding years after initial appointment as Assistant Professor or last promotion, with numbers of students involved.
- Numbers of undergraduate, masters and doctoral students advised or supervised. Student advising should include at least academic advising and supervision of student research and field training experiences.
- Evidence of successfully mentoring graduate students through the thesis or dissertation process.
- Evidence of successful supervision of teaching assistants.
- Evaluation by students of courses taught.
- Evidence of innovation in teaching methods.
- Creative methods of teaching such as the use of service learning.
- Evidence of capacity to sustain and build relationships and teams for teaching.
- Engagement in collaborative interdisciplinary teaching.
- Engaging the community to enhance curriculum, teaching and learning to prepare educated, engaged citizens.

(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.
- Evidence of innovation in course content.
- Leadership in curriculum development.
- Evaluation by students of courses taught.

(c) Outcome:

- 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.
- Exemplary student work and outcomes.
- Student performance on pre- and post-instruction measures.
- Evidence that contributions to teaching are being adopted or are affecting teaching programs at other institutions.
- Awards received in recognition of outstanding teaching.

- Publications and adoption of your 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 impact on teaching; such as, research grants and publications which involve students, or where new laboratory equipment is also used for teaching purposes.

(d) Support Structure:

- Mentoring and advising of junior faculty and students.
- Participation in workforce development programs (continuing education, technical assistance, mentoring, etc.) directed at enhancing skills of practitioners.

4.2 Research and Scholarship Activities:

Scholarship takes many forms, including independently conducted research and collaboratively generated contributions to the knowledge base or community improvement.

The purpose of research and scholarship is the substantive advancement of a field of inquiry or practice, whether by generation of new knowledge or production of new creative works and technologies.

The peer review process is the best means of judging quality and impact of a faculty member's research and scholarship. Evaluation at the unit level should include an assessment of the quality of the faculty member's work and consider discipline-appropriate evidence of the significance of research and scholarship, as well as the proportion of an individual's assignment in research.

Faculty research performance can be assessed in a variety of ways. The items cited below are examples only. It is not expected that faculty members will accomplish all items cited. It is expected that the College APT Committee will consider the relative weight of these items in respect to the nature of the faculty member's discipline, the area of specialization, the proportion of an individual's assignment in research, and other appropriate factors.

(a) Productivity:

- Publications in peer reviewed high-quality journals appropriate to the targeted audience.
- Research project reports to funding agencies and constituents.
- Evidence that publications are cited by others.
- White papers and commentaries.
- Ability to procure internal and external funding to support plan of research.
- Ability to procure peer reviewed funding.
- Demonstrable impact of research through inventions, development and commercialization of intellectual property and technology transfer.

- Publication of books or book chapters.

(b) Significance:

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

(c) Student/Junior Faculty Mentoring:

- Evidence of student and junior faculty involvement in research.
- Listing of students and junior faculty as "first author" in publications depending upon the practice in specific journals.

(d) Collaboration:

- Evidence of team work.
- Successful collaborative research both within and across disciplines.
- Contribution to the College-wide mission.

(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).
- Coherent and meaningful program of research and/or creative scholarship.

(g) Community Engaged Research and Scholarship:

Engaging the community to enrich scholarship, research and creative activity is a strategic goal for the University and the College. The application of research and scholarship to the area of public health practice and community well-being is both highly important and complex. For this reason, the following community engagement activities may appropriately be discussed under the category of Research and Scholarship.

- The development of new programs and policies has an impact on the health and well-being of the public.
- The ability to incorporate new developments in the discipline and apply knowledge to current problems that influence the health and well-being of the public.
- For community engaged research collaborations, the portion of the work attributable to the faculty member represents a major contribution towards moving a discipline forward.
- Evidence that new knowledge, methods, or policies derived from the candidate's community engaged research 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.
- Conducting needs assessments, community asset maps, program evaluations, etc. for governmental or community-based agencies.
- Grants and contracts received to fund public health practice and/or community engagement activities.

4.3 Service:

The third component to be evaluated for tenure and/or promotion includes the categories of service to the University, the professional field or discipline (public service), and engagement with the community. Candidates for tenure must have made substantive contributions in one of these areas.

University service includes efforts to maintain the operation of the College and University and improve its programs and facilities. Evaluation of service to the College and University, including service on the USF Faculty Senate and Councils, should go beyond a simple enumeration to include an evaluation of the extent and quality of the services rendered.

Public service includes efforts for professional organizations and local, state, federal or international agencies and institutions. It must relate to the basic mission of the University and capitalize on the faculty member's special professional expertise; the normal service activities associated with good citizenship are not usually evaluated as part of the tenure and promotion process.

Engagement with the community is defined as collaboration between a faculty member and their larger communities (local, regional/state, national, international) for the mutually beneficial exchange of knowledge and resources to improve public health practice and the overall health of our communities.

Engagement with the community is a strategic goal for the University and the College.

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 College APT Committee can determine as best as possible the value, impact and/or specific contribution of the service activities.

The items cited below are examples only. It is not expected that faculty members will accomplish all items cited. It is expected that the College APT Committee will consider the relative weight of these items in respect to the nature of the faculty member's discipline, the area of specialization, the proportion of an individual's assignment in service, and other appropriate factors. Examples of service activities related to the University, the profession, and the broader community include:

(a) University:

- Membership on committees of the College, University, or within the profession.
- Other contributions to faculty governance (e.g. conducting special studies for the College or University).

(b) Professional/Public:

- Membership in, or leadership of, a professional organization.
- Serving as an editor or member 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).
- Presentation at local, national or international meetings or conferences.

(c) Community Engagement/Practice

- Membership on boards, committees, task forces, panels, etc., in the community (local, regional/state, national, international) in a professional capacity to promote improved public health practice and the overall health of our communities.
- Documentation that the practice contributions have had important effects on policy, and/or on a community, agency, or program and/or 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.
- 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.

- Volunteering in local initiatives (e.g. the Street Medicine Clinic, the First Presbyterian Homeless Program, the Spring Domestic Violence Shelter, the Guardian ad litem program, etc.)

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 AND PROMOTION

5.0 General:

Recommendations for the granting of tenure to persons who do not qualify for the rank of Associate Professor will not be supported.

Evaluation for tenure involves three components appropriate to the unit:

- a) teaching or comparable activity (including advising and mentoring);
- b) research/creative/scholarly work;
- c) service to the University, the profession, and the community.

As members of the public health faculty, it is expected that faculty engage with the community in all aspects of their work. Engagement with the community is defined as collaboration between a faculty member and their larger communities (local, regional/state, national, international) for the mutually beneficial exchange of knowledge and resources to improve public health practice and the overall health of those communities. Engagement with the community is integral to the teaching, research and service missions of the College and University and is a strategic goal for both.

In addition, collegiality and participation as a citizen of the University are integral parts of faculty performance. Because the decision projects lifetime performance from the first few years of a faculty member's career, tenure must be awarded only as a result of rigorous assessment over a period of time sufficient to judge the faculty member's documented accomplishments, ability, and probability of sustained future productivity. A judgment must be made that the faculty member's record represents a pattern indicative of a lifetime of continued accomplishment and productivity with potential for high impact on the field or society.

Each recommendation for tenure should be accompanied by a statement of the mission, goals and educational needs of the College as stated in the College Strategic Plan and the importance of the contributions the candidate has made and is expected to make in the future toward achieving the mission and goals and meeting the educational needs of the unit and University. Careful consideration must be given to the candidate's ability and willingness to work cooperatively within the College, and/or campus.

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 contributions in scholarship, teaching, and service to the University, the profession, and the community.

While emphasis on the various accomplishments will vary for each faculty member based on the nature of their discipline, area of specialization and other appropriate factors, all faculty members must have a consistent pattern of excellence (without reference to the annual evaluation rating scale) in teaching and research/scholarship that is shown to be significant and current. Substantive service contributions to the University, profession, and community also are required. In addition, contributions to public health practice through the application of knowledge is 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 future contributions. 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.

5.1 Review of Progress Toward Tenure:

It is the responsibility of the Dean/supervisor to include a progress toward tenure review as part of the annual evaluation for all faculty in the probationary period for tenure. A more rigorous and extensive pre-tenure review will be conducted at the approximate mid-point of the probationary period. Faculty members in less than 1.0 FTE tenure-earning positions who wish to apply for promotion and/or or tenure at the end of five years of employment are encouraged to participate in this mid-point review in the third year of employment. However, they will be required to participate in a mid-point review no later than the mid-point of their probationary period. For example, faculty on .75 tenure earning appointments are required to obtain tenure by the end of their eighth year of employment; therefore, they must participate in a mid-point review in their fourth year of employment. It is important to note that most faculty elect to apply for tenure sooner than the mandated deadline.

The review will refer to written college-level criteria for tenure that have been made available to candidates. The mid-point review will be conducted by the College APT committee and the College Dean. A summary review of progress toward tenure will be forwarded to the Senior Vice President, USF Health.

All mid-point reviews shall address the performance of annual assignments including teaching, research/creative/scholarly activity, and service occurring during the preceding tenure-earning years of employment. In addition, all reviews should critically assess overall performance and contributions in light of mid-point expectations. The mid-point review will be based on documentation of performance,

including: a current curriculum vitae; annual evaluations; student/peer evaluations of teaching; selected examples of teaching materials; products of research/scholarship/creative activity; service commitments and accomplishments; and a brief self-evaluation by the faculty member.

The mid-point review is intended to be informative and encouraging to faculty who are making solid progress toward tenure; instructional to faculty who may need to improve in selected areas of performance; or, where progress is significantly lacking and apparently unlikely, cautionary about the potential for dismissal.

5.2 Review of Progress Toward Promotion - Tenure Earning and Non-Tenure Earning Pathways:

- **Tenure Earning Pathway** - The annual performance review for a faculty member holding a rank below that of Professor will include an evaluation of progress toward promotion by the Dean/supervisor. Faculty members on tenured appointments below the rank of Professor will discuss the appropriate timeline for promotion to the next level with the Dean/supervisor and agree upon a time for them to be given a more comprehensive review of progress toward promotion in accordance with the CPH Mid-Promotion Review Guidelines. Reviews at this stage are intended to be informative: to be encouraging to faculty who are making solid progress toward promotion, and instructional to faculty who may need to improve in selected areas of performance.
- **Non-Tenure Earning Pathways:** The annual performance review for a faculty member holding a rank below that of professor will include an evaluation of progress toward promotion by the Dean/supervisor. Faculty members on non-tenure earning appointments will discuss the appropriate timeline for promotion to the next level with the Dean/supervisor and agree upon a time for them to be given a more comprehensive review of progress toward promotion in accordance with the CPH Mid-Promotion Review Guidelines. Reviews at this stage are intended to be informative: to be encouraging to faculty who are making solid progress toward promotion, and instructional to faculty who may need to improve in selected areas of performance.

5.3 Probationary Period for Tenure-Earning Appointments:

Faculty in tenure-earning positions must be awarded tenure no later than the end of their sixth year of full-time tenure earning service or equivalent part-time tenure earning service (e.g. sixth year for 1.0 Tenure-Earning FTE and eighth year for .75 Tenure-Earning FTE) with the College of Public Health unless an exception to the tenure clock has been approved in accordance with Section 5.4 below.

5.4 Exceptions to the Standard Probationary Period:

Ordinarily, a faculty member in a tenure-earning position will either be awarded tenure at the end of the probationary period or be given one-year notice that further employment will not be offered. However, exceptions to the tenure clock may be considered, such as medical exigencies or parental situations covered by FMLA or ADA legislation or other extenuating circumstances approved by the University or as specified in the collective bargaining agreement. A tenure-earning faculty member under such circumstances may request an extension of his or her probationary period. The request must be made in writing and must be approved by the Dean and Senior Vice President, USF Health prior to entering the

process for review and consideration for tenure. Ordinarily, extensions of more than two years beyond the College's designated probationary period will not be permitted.

5.5 Timing of Applications:

Following an initial period in rank, normally at least two years, a candidate may apply for tenure earlier than the last year of the probationary period or, for promotion, earlier than the normal point in the post-tenure period. This is appropriate when there is clear evidence that he or she has fully met the applicable criteria and has received endorsement by the Dean/supervisor.

5.6 Annual Promotion and Tenure Process:

- (a) Applications for tenure and/or promotion on all Pathways are considered during the University's annual Promotion and Tenure Review Process. The faculty member, in consultation with the Dean/supervisor and/or mentor 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 CPH Office of Faculty Affairs and in accordance with the College APT Guidelines. In addition to these forms:
 - 1. A letter of recommendation may be provided from the faculty member's mentor or champion at their choice, outlining the contribution of the applicant to the 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 Promotion & Tenure dossier along with the faculty member's application and required documents.
 - 2. The Dean will request letters of support from internal and external reviewers. The Office of Faculty Affairs will include in the tenure and/or promotion packet a minimum of three letters, not to exceed six, from external reviewers and at least one from internal reviewers who are within the University. The candidate will discuss potential reviewers with his or her mentor, champion or whomever deemed appropriate and finalize the list with the Office of Faculty Affairs. If the faculty member and the Office of Faculty Affairs are unable to reach agreement on the list of reviewers, the Dean shall make the final decision.
 - 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. Previous years' annual performance evaluations, mid-tenure and mid-promotion reviews, and annual progress toward tenure and/or promotion reviews by the department chairs/Dean shall be provided in the annual tenure and/or promotion application areas of teaching, research and service. For promotion applications, the evaluations for all years of service subsequent to the last promotion are required, and for tenure applications, evaluations for all years of service at the University are required.
- (c) While the faculty member is responsible for ensuring that the promotion and/or tenure application packet complies with the University and CPH guidelines, the Office of Faculty Affairs works closely with him or her to assist in compiling documents and in ensuring that the packet is complete. The faculty member forwards the completed application packet for tenure and/or promotion to the Office of Faculty Affairs for final review of the packet's completeness and compliance with University and College policy. If the packet is complete and in compliance with these policies, it is referred to the College APT Committee (described below) to review and make recommendations.
- (d) The College APT Committee, using the guidelines established by USF and the College of Public Health, reviews the application. The faculty member being considered for promotion and/or tenure may identify an individual to serve as his or her champion who will present the faculty member's packet to the College APT Committee and discuss any unique aspects of his or her discipline. Upon completion of the champion's presentation, he or she will be excused from the meeting. The members will vote on the application packets considered during the meeting by secret ballot. The Committee Chair will present the results of the vote to the Dean along with a written recommendation.
- (e) 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 Senior Vice President, 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.
- (f) The tenure and promotion process occurs one-time annually.
- (g) Tenure and promotion are awarded at the beginning of the contract year (August), which is the conclusion of the review and award process.