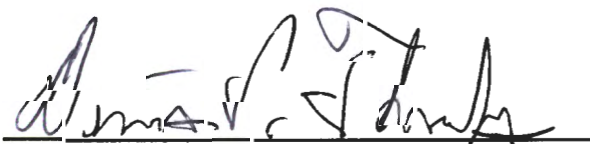


# University of North Texas Health Science Center

## School of Public Health

### Promotion and Tenure Process and Guidelines

Approved by SPH Faculty on 10/20/2017



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Date: 10-20-2017



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Date: 10-24-2017

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# University of North Texas Health Science Center

## School of Public Health

### Promotion and Tenure Process and Guidelines

The goals and objectives of the UNTHSC can be achieved only through recruitment, development and retention of an outstanding faculty. The granting of promotion and/or tenure is an important event in the academic career of a faculty member, and in the continuing development of the School and the University. These guidelines were developed to assist a faculty member applying for promotion and/or tenure and to help the School's Promotion and Tenure (P&T) Committee in making its recommendations. These guidelines are consistent with those found in the *Faculty Bylaws of the UNTHSC and School of Public Health*, are intended to elaborate and expand on them, and should be considered as minimum criteria. These guidelines apply to all tenure track, non-tenure track and tenured faculty. These guidelines do not alter or supersede prior contracts and/or agreements, or School of Public Health and UNTHSC Bylaws.

#### A. Promotion and Tenure Committee

##### 1. Overall Role

The P&T Committee provides advice to the Dean on promotion and tenure recommendations required or proposed within the School. It is also responsible for developing and implementing the procedures and policies for promotion and tenure as allowed within the School of Public Health (also referred to as School or SPH) and UNTHSC Bylaws.

##### 2. Composition

The Committee that evaluates and provides recommendations on progress, promotion and tenure shall be composed of seven members selected by the Dean from Associate and Full Professors within the SPH. Each of the academic Departments should have equitable representation when possible. Department Chairs and Deans are not usually eligible for membership on the Committee. However, if a Department does not have an eligible faculty member, a Department Chair may serve as a member. However, a Department Chair may not vote on a promotion or tenure consideration for a faculty member from the same Department.

Committee members shall be appointed for three-year terms. Each of the members will have one vote. The Dean will appoint a tenured Full Professor as the presiding P&T Committee Chair, or the Dean may appoint a non-voting Chair selected among all tenured Full Professors not on the Committee.

Although only members of this Committee vote, all full-time faculty members of the School of Public Health may review the candidates' portfolio materials (excluding referee names, letters of evaluation and recommendations), and attend scheduled open Committee meetings to participate in candidate discussions. For all faculty reviews, there will be a minimum of one scheduled meeting announced to all school faculty. The Committee may also request input from

other faculty members who are familiar with the candidate. After discussion, the Committee will meet in closed session for final deliberation and voting as required. All discussions at P&T meetings shall be considered confidential.

Votes for promotion require a quorum of committee members at the rank or higher being considered, other than the Dean and Chair of the candidate's Department. Votes for tenure require a quorum of tenured committee members at the rank or higher being considered. A quorum will consist of four eligible voting Committee members. If there is not a quorum of qualified voters on the School's regular faculty, other HSC faculty may be called on to participate. The Chair may appoint subcommittees to conduct appointments and reviews. Reviews will use the SPH Faculty Workload Guidelines, the Promotion and Tenure Guidelines, and SPH and UNTHSC Faculty Bylaws, for appointment, interim, promotion, tenure, and post-tenure considerations.

Each Committee member is responsible for disclosing if they have a conflict of interest in any discussion or vote, and refraining from voting.<sup>1</sup> The Chair will arrange to temporarily replace the Committee member by a vote from all remaining P&T Committee members if needed to maintain a quorum.

### 3. Responsibilities

The P&T Committee is responsible for reviews and recommendations of all tenure- and non-tenure track faculty, and tenured faculty, including:

- Three Year Reviews for non-tenured, tenure track faculty
- Recommendations for promotion
- Recommendations for tenure
- Post-Tenure Review
- Recommendations for initial appointments, rank, tenure status, and/or years toward tenure, as requested by a Departmental Chair or Dean
- Recommendations for adjunct appointment as requested by a Departmental Chair or Dean

The P&T Guidelines and Criteria will be reviewed as needed, or every three years at minimum. Recommended changes will be brought to the faculty for review and approval.

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<sup>1</sup> Conflicts of interest can arise if a Committee member has a personal and/or professional relationship with a candidate, has been a collaborator in research or teaching, has personal or professional financial interests, or is aware of any prejudice that seems likely to impair judgment, or if the P&T member believes recusal is necessary to preserve the real or perceived integrity of the Committee's process. P&T members must always keep this potential in mind and recuse themselves where a conflict of interest arises. The P&T Committee will discuss, provide guidance, and/or determine by majority vote whether any member should be recused. Otherwise, a member's ultimate decision to be recused will be automatically accepted by the P&T Committee.

## B. Procedures for Submitting Materials

Formally, an interim or post-tenure review, or review for promotion and/or tenure, is initiated by written petition from the faculty member to the Department Chair requesting review. **It is the faculty member's responsibility to initiate the process.** Candidates should submit one paper copy and one electronic PDF of their complete portfolio, as detailed below. The electronic copy will be distributed to Committee members and the Office of Faculty Affairs and one paper copy will be available in the Dean's Office for review by other SPH faculty. For review of initial appointments or adjuncts, the individual's application materials constitute the portfolio. For interim reviews, the Department Chair forwards the portfolio materials to the P&T Committee and requests the review. For promotion and/or tenure reviews, the Department Chair forwards the faculty member's petition for review and subsequent names of external referees.

Reviews will be conducted in accordance with the UNTHSC P&T timelines for the specific year (<https://www.unthsc.edu/academic-affairs/faculty-affairs/criteria-for-faculty-promotion-tenure-and-post-tenure-review/>). Additional materials may be submitted after the due date at the discretion of the P&T Chair. All SPH faculty may participate in a scheduled open review, may review the faculty member's portfolio (excluding referee names, or letter of reference and review) and comment prior to a final review or vote by the Committee. The Chair of the P&T Committee is responsible for ensuring the distribution of portfolio materials to Committee members, forwarding communications to and from Committee members, soliciting recommendations where required, and forwarding the Committee recommendations to the Dean. Within fifteen working days of each recommendation (Committee, Dean and Provost) a copy of each recommendation is forwarded to the Candidate, their Department Chair and the P&T Chair.

### 1. Three Year Interim Reviews

Tenure-track faculty will have an interim review at the start of their fourth and seventh years of service, following the first full year starting on September 1. Reviews will continue to be performed following each third full year of service until tenure is conferred. The candidate shall submit a PDF portfolio to their Department Chair by August 15 at the end of each third year of service. The Department Chair will forward these materials to the P&T Chair for distribution. The Committee will deliver their report to the Department Chair and the faculty member no later than March 30.

### 2. Promotion to Associate Professor, Full Professor, and/or Conferral of Tenure

If a faculty member wishes to be reviewed for promotion or tenure, the individual must meet the deadlines specified below. Ordinarily, faculty at the Assistant Professor level would be eligible to apply for promotion and/or tenure after five years at UNTHSC. Faculty at the Associate Professor level would ordinarily be eligible to apply for tenure after three years at UNTHSC. Applying prior to this period requires demonstration of an exceedingly successful scholarly record in all relevant areas. All tenure-track faculty entering their ninth-year of employment must be reviewed for tenure, unless they are in an administrative position as identified in the UNTHSC Bylaws, or a deferral has been approved through their Chair, Dean and Provost.



- In accordance with UNTHSC P&T timeline, usually around September 1, the candidate should submit to the Department Chair a letter indicating that he or she is requesting review for promotion and/or tenure, and a copy to the UNTHSC Faculty Affairs Coordinator, Office of Faculty Affairs.
- In accordance with UNTHSC P&T timeline, usually around September 15, the candidate shall submit a minimum of five names and contact information of outside independent reviewers to their Chair. These individuals should be of the same rank or higher being sought for promotion and/or tenure, be considered qualified as a referee for the candidate, and shall not have been directly involved in the work of the faculty candidate, i.e., have not been involved as a mentor, a coauthor, or close collaborator.
- In accordance with UNTHSC P&T timeline, usually around the third week of September, the Department Chair will submit the names supplied by the candidate and an additional minimum of five names and contact information of qualified external reviewers to the P&T Chair. These individuals should be of the same rank or higher being sought for promotion and/or tenure, be considered qualified as a referee for the candidate, and shall not have been directly involved in the work of the faculty candidate, i.e., have not been involved as a mentor, a coauthor, or close collaborator. The P&T Chair will solicit review letters from a minimum of three external qualified individuals, made up from the ten names submitted by the Department Chair and from the candidate, and additional names identified by the Committee Chair. The Chair will forward the candidate's portfolio to reviewers no later than the fourth week of October.
- In accordance with UNTHSC P&T timeline, usually around the third week of October, the candidate shall submit one paper copy and one PDF copy of the completed portfolio to the P&T Chair and one electronic PDF copy to the Department Chair.
- In accordance with UNTHSC P&T timeline, usually around the third week of October, the Department Chair will submit a recommendation for promotion and/or tenure to the P&T Chair, and provide a copy to the UNTHSC Office of Faculty Affairs.
- In accordance with UNTHSC P&T timeline, usually around the second week of November, the P&T Chair will forward the portfolio with all reviews, recommendations and reference letters to the Committee. One paper copy will be placed in the Dean's Office for review by other SPH faculty.
- In accordance with UNTHSC P&T timeline, usually around the third week of January, the Committee shall have reviewed the candidate's portfolio and made a formal written and verbal recommendation to the Dean.
- In accordance with UNTHSC P&T timeline, usually around the third week of February, the Dean shall review and make a recommendation regarding promotion and/or tenure to the Provost.

### 3. Post-Tenure Review

Post-tenure Review is performed every sixth year, after every fifth year of full service following receipt of tenure, promotions after tenure, re-assignment from a previously exempt position, or approval of previous post-tenure performance. Post-tenure review will be performed on the following schedule:

- The faculty member will be notified at least six months prior to the date portfolio materials are due by the Office of Faculty Affairs or P&T Chair.
- In accordance with UNTHSC P&T timeline, usually around the 2<sup>nd</sup> week of October, a single PDF copy of the faculty member's portfolio shall be submitted to their Department Chair.
- In accordance with UNTHSC P&T timeline, usually around the 4th week of October, the Department Chair shall forward the portfolio and performance evaluations to the P&T Chair, to be distributed to the P&T Committee.
- In accordance with UNTHSC P&T timeline, usually around the last full week of November, the Committee shall have reviewed the faculty member's portfolio and made a formal written and verbal recommendation to the Dean.
- Within fifteen working days, the Dean shall forward a written evaluation to the faculty member with copies to the Department and P&T Chairs.

## C. Portfolio Requirements

The following materials are required for review, promotion and/or tenure applications. If a position entails previously determined criteria and responsibilities, these must be outlined in a cover letter and the materials submitted based on the candidate's prior agreements and/or contract.

### 1. Three Year Interim Review

In addition to a current Curriculum Vitae, the following material should be included as part of the submitted portfolio for review.

#### Introduction

A one-page description of the candidate's academic credentials, a brief history of tenure in the School, a history of professional experience following conferral of terminal degree, and a self-assessment of progress during the past three years.

#### Research, Teaching, and Service Performance

Provide a narrative response and supporting evidence for each of the behavioral metrics listed in the Research, Teaching and Service sections (See Promotion and Tenure--Guidelines and Criteria) at the desired level (approximately 2 pages for each area). The behavioral metrics

identified in the relevant sections should serve as the headings that organize the portfolio.

## 2. Promotion to Associate Professor, Full Professor, and/or Conferral of Tenure

Provide all portfolio materials required for the 3<sup>rd</sup> Year Interim Review, with the addition of the following:

- Provide a narrative response and supporting evidence for each of the behavioral metrics identified in section D.2.e or D.3.e below. The response and supporting evidence should be a comprehensive assessment of classroom, online, and outside classroom teaching. The criteria identified in section D.2.e or D.3.e should serve as the headings that organize the portfolio.
- Provide evidence of a national and/or international reputation in scholarly work, such as invitations as a speaker to national and/or international events or advisory committees, citations, h-factors, and awards.
- Where appropriate, identify which of the above were performed at UNTHSC or at other institutions.
- Provide a minimum of ten names and contact information for external individuals who are qualified review the candidate's portfolio, who have not been directly involved in the candidate's work (*i.e.*, have not been involved as a mentor, a coauthor, or close collaborator). A minimum of five names are provided by the candidate, and five by the Department Chair.
- Submit with the portfolio three manuscripts and/or other scholarly materials the candidate feels best represents their work.
- Submit two names of faculty outside the SPH, but within the UNTHSC who can comment on the candidate's qualifications.
- Include copies of annual evaluations for the past six years, or since date of hire or last promotion, if less than six years.

## 3. Post-Tenure Review

Provide all materials listed as required for promotion to Associate Professor or Professor, in accordance with present rank, inclusive since the last review, with the exception of name and contact information for external or internal reviewers. It is at the faculty candidate's discretion to request internal or external referee reviews.

# D. Promotion and Tenure – Guidelines and Criteria

## 1. Non-Tenure Track Faculty

Among the various faculty members, the School will appoint persons who possess special skills that contribute substantially to the mission of the School who are hired for their expertise derived from professional experience in public health (as required by CEPH) or healthcare administration, or whose academic preparations are not complete, or who are not expected to perform the same range of duties expected of a tenure track faculty member, and who are



agreeable to a non-tenure track appointment without implication of tenure. Non-tenure track faculty members will be evaluated for promotion based only on their assigned responsibilities.

## 2. Promotion to Associate Professor, and/or Conferral of Tenure

### a. Overview

Tenure-track faculty must demonstrate outstanding performance in teaching and research and at least quality performance in service.<sup>2</sup> Nine (9) years is the maximum probationary period on the tenure track. Non-tenure track faculty must demonstrate outstanding performance in the major area(s) identified in their contract and quality performance in at least one secondary area.

Promotion focuses on demonstrated academic achievements; tenure focuses on the ability to sustain such activities into the future, as well as prospects of continued teamwork, collaboration, and perceptions of the faculty member as a collegial and valuable faculty member of the University and surrounding community. The award of tenure indicates a high probability of continued success in research/scholarship, teaching and professional service. For tenure consideration, the faculty member's total efforts in research, teaching and service should reflect a trajectory consistent with promotion to Full Professor in due course.

### b. Research Guidelines

Promotion and/or tenure require a significant, demonstrated contribution to the field of public health. There should be evidence of a national and/or international scientific reputation. Research that engages communities and promotes public health improvements is also highly valued. It is expected that a preponderance of publications bear the School of Public Health as the faculty member's institutional affiliation. If the faculty member applies early, publications from prior institutions may be considered by the Committee if appropriate.

The main method for demonstrating scholarly productivity is through peer-reviewed publications. Other scholarly works such as books, book chapters, published reports, and patents may or may not substitute for peer reviewed publications depending on whether they demonstrate a scholarly contribution to the field of public health. They may be considered by the Committee as being equivalent to peer reviewed publications proportional to their work quality and impact on the field, including documents or testimony that influence local and state public health policies and practices. Such arguments must be specific to the work in question, and their acceptance is at the sole discretion of the P&T Committee.

### c. Teaching Guidelines

The candidate's performance in teaching will be evaluated using the measures identified below. To demonstrate outstanding or quality performance, candidates should provide evidence from sources such as course syllabi or other material, peer review results, participation in the quality of instruction program, reports of final letter grade distributions, student evaluations of

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<sup>2</sup> From Article X of the UNTHSC Bylaws: "A faculty member with major responsibilities in research must show evidence of outstanding achievement in research and teaching or (clinical) service, and quality achievement in the third."

instruction, and other sources to be determined by the faculty member. Student evaluations of instruction will be considered corroborating or indirect sources of evidence and as such should not be the primary basis for asserting that a behavioral criterion was met.

The Committee will weigh the *consistency* of the evidence, e.g., across courses taught. The Committee will consider the *objectivity* of the evidence, e.g., a statement in the course syllabus about grading versus student comments about grading. The Committee will also weigh evidence regarding the *behavioral effectiveness* of the faculty member, e.g., a high level of enthusiasm for teaching versus a moderate level of enthusiasm.

#### d. Service Guidelines

Service or the scholarship of engagement is a part of academic life and some level of competent and meaningful participation is expected of all faculty members at all levels. A high level of competence in the faculty member's discipline is expected. Evidence may be demonstrated in part by performing a significant role in the department, participating in or chairing major committees, holding important administrative positions, and participating in service activities at the department, school, institution, community, state, national or international levels. While service to the institution is a baseline expectation, faculty service to the international, national, regional and local community is highly valued and demonstrates evidence of the School's public health mission.

#### e. Outstanding and Quality Performance in Each Performance Area

For faculty members to achieve outstanding performance in research, it is essential that they have produced a substantial body of peer reviewed publications with demonstrated impact on the field of public health (e.g., 20 peer reviewed journal articles, with at least one-third as first/senior author). This body of work should be relative to what is considered outstanding performance in the candidate's field at the Associate Professor level, taking into account relevant measures of quality (e.g., average impact factor, number of citations and/or relative citation ratio). It also is essential that the faculty member have had sustained extramural support as PI or major investigator for their research activities.

In addition to these two essential indicators, performance at the Outstanding level requires that faculty demonstrate they have substantially met the behavioral metrics in each performance area below:

#### **Outstanding Performance (Research)**

- Considered a national authority in candidate's area(s) of expertise as indicated by high-quality, peer-reviewed publications, invited speakerships, guest editorships, consultantships, and/or media coverage, etc. during the time at the current rank
- Research that has had a significant impact on public awareness, policy, practice, or population and community health
- Exceeded the level of salary support stated in the SPH Faculty workload guidelines for a substantial period of time at current rank
- Outstanding mentorship for graduate students/early career faculty in grant and/or manuscript writing

#### **Quality Performance (Research)**

- A body of peer reviewed or trade publications with demonstrated impact on the field of public health. This should be relative to what is considered quality performance in the candidate's field at the Associate Professor level, taking into account relevant measures of quality (e.g., average impact factor, number of citations and/or relative citation ratio).
- Considered an authority in candidate's area(s) of expertise as indicated by high-quality, peer-reviewed publications, invited speakerships, consultantships, and/or media coverage during the time at the current rank
- Participated in intramural/extramural grant activities related to the candidate's expertise, including at least one extramurally funded grant as PI or major investigator
- Demonstrated salary support consistent with SPH Faculty workload guidelines for a substantial period of time at current rank
- Mentorship for graduate students in grant and/or manuscript writing

### **Outstanding Performance (Teaching)**

- Maintained high academic expectations for students across all courses taught
- Delivered challenging course content appropriate for graduate-level study in public health
- Consistently implemented strategies that required students to engage in higher-order thinking and problem solving for example applied learning activities that engage communities.
- Consistently showed a high level of enthusiasm and commitment in teaching activities
- Advocated for inter-professional education and practice to solve public health problems
- Facilitated students' professional identification with the field of public health or health administration
- Treated students with respect
- Demonstrated thorough knowledge of course content
- Well prepared to teach each class
- Integrated course competencies into instructional strategies
- Clearly communicated learning goals to students
- Responsive to student needs in and outside the classroom
- Content of courses was aligned with learning outcomes
- Used varied and multiple assessment methods
- Provided performance feedback to students early and throughout the semester
- Provided students with authentic grades and honest performance feedback on course competencies
- Applied measures equitably to assess the performance of all students
- Followed relevant institutional policies that apply to teaching

### **Additional Considerations to use in the Evaluation of the Teaching Scholarship of Non-Tenure Track (Teaching) Faculty**

An Associate Professor in the non-tenure track requires demonstrated excellence in classroom teaching along with substantial leadership and/or extra-classroom achievements in education either within or outside of the SPH. Evidence of such leadership and/or extra-classroom achievement would include a significant number of the following:

- Development of new courses, tracks, or degree programs

- Development of major new teaching methods for existing courses, for example service learning and other activities that involve community stakeholders.
- Directorship of concentrations or degree programs
- National or international reputation in education
- Awards or grants for educational excellence or educational materials
- Publication of textbook chapters
- Peer-reviewed publications related to public health education and practice or health administration education and practice
- Publication of other important teaching materials (e.g., teaching guides, white papers, etc.)
- Conference presentations on educational issues
- Major role in mentoring and advising
- Participation in educational support activities such as service on curriculum or admissions committees
- Participation in University-wide educational activities and committees
- Participation in education sections or meetings of relevant national societies and meetings, such as the APHA
- Successful recruitment efforts towards more and better qualified students

### **Quality Performance (Teaching)**

- Treated students with respect
- Demonstrated thorough knowledge of course content
- Well prepared to teach each class
- Integrated course competencies into instructional strategies
- Clearly communicated learning goals to students
- Responsive to student needs in and outside the classroom
- Content of courses was aligned with learning outcomes
- Used varied and multiple assessment methods
- Provided performance feedback to students early and throughout the semester
- Provided students with authentic grades and honest performance feedback on course competencies
- Applied measures equitably to assess the performance of all students
- Followed relevant institutional policies around instructional practices

### **Outstanding Performance (Service)**

- Sustained, outstanding service as a department Chair, Associate Dean, program director and/or chair of major UNTHSC committees
- Sustained, outstanding service as an advisor for graduate and/or professional student organizations
- Sustained participation in UNTHSC outreach activities (e.g., participation in recruiting, SPH Preview Days, SPHAAR sessions)
- Organizing member/chair of conferences or professional society meetings
- Service as editor or member of an editorial board for major refereed journals
- Service on local advisory boards or review groups
- Peer reviewer for grants/contracts at the state or national level



- Organizing member/chair of conferences or professional society meetings
- Professional service to community organizations e.g., consultation, project implementation, training, evaluation, final report, needs assessment, grant proposal development

### **Quality Performance (Service)**

- Service on major UNTHSC committees
- Service as an advisor for graduate and/or professional student organizations
- Participation in UNTHSC outreach activities (e.g., participation in recruiting, SPH Preview Days, SPHAAR sessions)
- Participation in professional society meetings and committees
- Reviewer for major refereed journals
- Service on local advisory boards or review groups Peer review for grants/contracts at local or State level funding organization

## **3. Promotion to Full Professor**

### *a. Overview*

Promotion to Full Professor is typically considered following a minimum of three to five years at the rank of Associate Professor. Faculty members being considered for initial appointment at or promotion to the rank of Professor, or if at the rank of Professor on a tenure-track conferral of tenure, must have met all the requirements for appointment at the lower ranks (see above, and the *Faculty Bylaws of the School and UNTHSC*). Tenure-track faculty must demonstrate outstanding performance in teaching and research and at least quality performance in service.<sup>3</sup> Non-tenure track faculty must demonstrate outstanding performance in the major area(s) identified on their contract and quality performance in at least one secondary area.

As this is the highest academic level a faculty member can achieve, the faculty member must demonstrate the ability and willingness to actively foster the development of a community of scholarship within the School. This is evidenced by mentoring activities with early career faculty and students, such as providing opportunities for scholarship and developing projects which facilitate collaboration and scholarly productivity. The faculty member may also contribute to the intellectual climate of the School by supporting infrastructure development, building data resources, supporting student internships, developing academic-community partnerships, promoting public health workforce development, and authoring publications with other faculty, students, and staff.

### *b. Research Guidelines*

Promotion to Full Professor requires a strong and consistent record as an independent investigator with a well-developed scholarly research program, sustained high-quality contribution to the candidate's field of research, and a demonstrated impact on public health. There should be evidence that the candidate has a national, or, if appropriate, international

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<sup>3</sup> From Article X of the UNTHSC Bylaws: "A faculty member with major responsibilities in research must show evidence of outstanding achievement in research and teaching or (clinical) service, and quality achievement in the third."

scientific reputation. Impact can be demonstrated with citation counts to first- or senior-authored publications, invitations arising from the publication of journal articles for guest speakerships, consultantships/advisorships, task force assignments, and study section/grant review panel memberships.

*c. Teaching Guidelines*

The teaching requirements are the same as for lower ranks. However, more weight will be given to development of new advanced courses with higher order learning strategies and assessment tools, and sustained mentoring of students and early career faculty.

*d. Service Guidelines*

The service requirements are the same as for lower ranks. However, more weight will be given to activities and appointments that are highly visible at the national/international levels, and/or those that demonstrate substantial impact on public or community health. Evidence may be demonstrated in part through holding positions of officer/director on advisory, review or editorial boards or national and international professional societies; awards and prizes; and other notable academic achievements including the organization of national/international symposiums or meetings, development and/or directing new programs, and chairing or showing major impact on institutional committees and community activities.

*e. Outstanding and Quality in Each Performance Area*

For faculty members to achieve outstanding performance in research, it is essential that they have produced a substantial body of peer reviewed publications with demonstrated impact on the field of public health (e.g., 50 peer reviewed journal articles, with at least one-quarter as first/senior author). This body of work should be relative to what is considered outstanding performance in the candidate's field at the Full Professor level, taking into account relevant measures of quality (e.g., average impact factor, number of citations and/or relative citation ratio). It also is essential that the faculty member have had sustained extramural support as PI or major investigator for their research activities.

In addition to these two essential indicators, performance at the Outstanding level requires that faculty have substantially met the behavioral metrics below.

**Outstanding Performance (Research)**

- Considered an international authority in candidate's area(s) of expertise as indicated by high-quality, peer-reviewed publications, invited speakerships, guest editorships, consultantships, and/or media coverage, etc. during the time at the current rank
- Research that has had a significant impact on public awareness, policy, practice, or population and community health
- Exceeded the level of salary support stated in the SPH Faculty workload guidelines for a substantial period of time at current rank
- Outstanding mentorship for graduate students/early career faculty in grant and/or manuscript writing

**Quality Performance (Research)**

- A body of peer reviewed or trade publications with demonstrated impact on the field of public health. This should be relative to what is considered quality performance in the candidate's field at the Associate Professor level, taking into account relevant measures of quality (e.g., average impact factor, number of citations and/or relative citation ratio).
- Considered an authority in candidate's area(s) of expertise as indicated by high-quality, peer-reviewed publications, invited speakerships, consultantships, and/or media coverage during the time at the current rank
- Participated in intramural/extramural grant activities related to the candidate's expertise, including at least one extramurally funded grant as PI or major investigator
- Demonstrated salary support consistent with SPH Faculty workload guidelines for a substantial period of time at current rank
- Mentorship for graduate students in grant and/or manuscript writing

### **Outstanding Performance (Teaching)**

- Maintained high academic expectations for students across all courses taught
- Delivered challenging course content appropriate for graduate-level study in public health
- Consistently implemented strategies that required students to engage in higher-order thinking and problem solving for example service learning and other strategies that offer application of course concepts and promote community health
- Consistently showed a high level of enthusiasm and commitment in teaching activities
- Advocated for inter-professional education and practice to solve public health problems
- Facilitated students' professional identification with the field of public health or health administration
- Treated students with respect
- Demonstrated thorough knowledge of course content
- Well prepared to teach each class
- Integrated course competencies into instructional strategies
- Clearly communicated learning goals to students
- Responsive to student needs in and outside the classroom
- Content of courses was aligned with learning outcomes
- Used varied and multiple assessment methods
- Provided performance feedback to students early and throughout the semester
- Provided students with authentic grades and honest performance feedback on course competencies
- Applied measures equitably to assess the performance of all students
- Followed relevant institutional policies around instructional practices

### **Additional Considerations to use in the Evaluation of Teaching Scholarship of Non-Tenure Track (Teaching) Faculty**

Promotion to Professor in the non-tenure track requires, in addition to the criteria outlined for promotion to Professor, evidence of major leadership roles and exceptional contributions within the SPH and/or of a national or international impact as an educator. Evidence of that achievement would include a significant number of the following:

- Development and success of new degree programs
- Major innovations in educational methods that go beyond a single course
- National or international impact as an educator
- National or international reputation for research on teaching methods
- National or international awards or grants for educational excellence or educational materials
- Publication of textbooks
- Leadership role in training and workforce development grants
- Grants for research on public health educational theory, methods and implementation
- Educational leadership role for a school or University (such as being an assistant or associate dean)
- Leadership in education sections or meetings of relevant national societies and meetings, such as the APHA

### **Quality Performance (Teaching)**

- Treated students with respect
- Demonstrated thorough knowledge of course content
- Well prepared to teach each class
- Integrated course competencies into instructional strategies
- Clearly communicated learning goals to students
- Responsive to student needs in and outside the classroom
- Content of courses was aligned with learning outcomes
- Used varied and multiple assessment methods
- Provided performance feedback to students early and throughout the semester
- Provided students with authentic grades and honest performance feedback on course competencies
- Applied measures equitably to assess the performance of all students
- Followed relevant institutional policies around instructional practices

### **Outstanding Performance (Service)**

- Sustained, outstanding service as a Department Chair, Associate Dean, program director and/or chair of major UNTHSC committees
- Sustained, outstanding service as an advisor for graduate and/or professional student organizations
- Sustained participation in UNTHSC outreach activities (e.g., participation in recruiting, SPH Preview Days, SPHAAR sessions).
- Organizing member/chair of conferences or professional society meetings
- Service as editor or member of an editorial board for major refereed journals
- Peer reviewer for grants/contracts at the state or national level
- Professional service to community organizations (e.g., consultation, project implementation, training, evaluation, final report, needs assessment, grant proposal development)
- Development of sustained academic-community partnerships



- Serving on a national governmental commission, task force, or advisory board
- Sustained mentorship of students and/or early career faculty in service

#### **Quality Performance (Service)**

- Service on major UNTHSC committees
- Participation in outreach activities for UNTHSC (e.g., participation in recruiting, SPH Preview Days, SPH-IAR sessions)
- Service as an advisor for graduate and/or professional student organizations
- Organizing member/chair of conferences or professional society meetings
- Participation in professional society meetings and committees
- Reviewer for major refereed journals
- Service on local advisory boards or review groups
- Peer review for grants/contracts at local or State level funding organization

#### **4. Post-Tenure Review**

The decision to grant tenure to a faculty member is a prediction that the person will continue with their trajectory of achievement, and serve as an example and mentor to others. Faculty undergoing a post-tenure review will need to maintain outstanding ratings in research and teaching and a quality rating in service as described in section D.2.e or D.3.e, in accordance with their present rank: "Promotion to Associate Professor, or "Promotion to Professor".