



THE UNIVERSITY OF ARIZONA

Mel & Enid Zuckerman College of Public Health

DEPARTMENT OF HEALTH PROMOTION SCIENCES PROMOTION AND TENURE CRITERIA

ADOPTED ON NOVEMBER 9, 2016

PREAMBLE

The mission for the Department of Health Promotion Sciences (HPS) in the Mel and Enid Zuckerman College of Public Health (MEZCOPH) is to collaborate with communities in Southwestern United States in developing innovating responses to health challenges, and translating best practices globally. The Department seeks to engage the community to translate science into practice to inspire and change the world. The current core values and interests of HPS shall inform teaching, research, and service activities.

There are two tracks for HPS faculty: tenure-eligible/tenured (TE) and non-tenure eligible (NTE). All candidates for promotion are expected to have peer-reviewed publications irrespective of the faculty track. The difference between the two tracks is that the TE track requires excellence in all three areas of research, teaching and service. In addition, the TE track requires that either promotion from Assistant to Associate Professor is achieved by the end of the sixth year in rank or the faculty member's appointment is not renewed. The NTE track requires contributions to all three areas, but excellence only in two areas.

HPS supports MEZCOPH's efforts to promote a diverse inter-disciplinary collegial faculty and is committed to faculty development and advancement through a set of Promotion and Tenure Guidelines. HPS recognizes its role to be aligned with MEZCOPH in its pursuit of the highest academic ideals, adherence to acknowledged standards of professional conduct and academic productivity is essential. Therefore, the HPS policies and procedures are established pursuant to paragraph 3.11 of the University Handbook of Appointed Personnel (UHAP), to be read in paragraph P, Section 6-201 of the Arizona Board of Regents (ABOR) Policy Manual. They are intended for use in conjunction with the ABOR Conditions of Faculty Service.

MEZCOPH Performance Evaluations and Criteria

All HPS faculty are evaluated based on the MEZCOPH Performance Review Guidelines, which are provided below. All faculty members are evaluated regularly with respect to all professional and personnel matters on the basis of their performance. The reviews are mandated by the Arizona Board of Regents (ABOR), as incorporated into the University Handbook for Appointed Personnel (UHAP).

The formal reviews will:

- Assess performance and scholarship in the areas of teaching, research, and service according to the individual's annual work plan;
- Promote the effectiveness of faculty members through an articulation of the types of contributions important to the University;
- Provide a written record of faculty performance to support personnel decisions;
- Recognize and maximize the special talents, capabilities and achievements of faculty members within UHAP provisions and MEZCOPH guidelines;
- Assist faculty members in improving their contributions in any areas where performance

is considered by a committee of their peers to be below expectations.

All issues relating to the confidentiality of the Peer Review Processes shall be governed by

UHAP 3.09. All issues relating to the Annual Performance Review shall be governed by **UHAP**

3.10. All issues relating to the Promotion and Tenure Process shall be governed by **UHAP 3.11.**

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

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

Research

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

Teaching

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

Service

Service is partitioned into areas of faculty service: intramural service (participation in meaningful organized University activities other than teaching or research), extramural service (such as activities in professional service to administrative agencies and professional organizations in the faculty

member's discipline), and public/community service, or outreach. Volunteerism that is relevant and appropriate to the discipline, and that reflects positively on faculty status as an academician, shall also be considered as Service. Faculty members at the level of Associate Professor and Professor are expected to serve on at least one college-wide standing committee at all times. Other expectations are based on the faculty member's academic credentials and Annual Work Plan.

HPS-Specific Performance Evaluation Criteria for Faculty

In accordance with the MEZCOPH and ABOR policies, HPS faculty members who are tenure-eligible/tenured are promoted based on having a portfolio that demonstrates their active engagement in teaching, research and service. HPS faculty members who are on the non-tenure track are promoted based on having a portfolio that demonstrates their active engagement and excellence in two areas. HPS faculty are expected to meet the following department-specific evaluation criteria. Promotion must also be in accordance with the MEZCOPH and ABOR policies.

Research

HPS supports research activities that are considered to be positive contributions to the mission of MEZCOPH. They may include, but are not limited to:

- Engaging in ongoing programs of basic or applied research;
- Obtaining grants, contracts or other outside support for research projects;
- Publishing peer-reviewed journal articles, peer-reviewed conference papers, books, book chapters, and monographs (especially as first, second or senior author);
- Publishing papers on teaching (including research on teaching);
- Developing and/or applying new research and/or analytical techniques;
- Performing public health needs assessments or surveys to direct public health actions;
- Developing new evaluation methods and models with application to applied research;
- Validating research, analytical, or evaluation techniques in research studies;
- Developing and applying dissemination research and/or testing of new dissemination methods;
- Developing statistical models or software for use in research;
- Producing statistical, laboratory, or other research material in electronic media;
- Obtaining patents or royalties;
- Presenting talks or electronic presentations at conferences, colloquia, symposia, workshops, and/or seminars;
- Producing other non-refereed scholarly publications, including electronic media;
- Developing, implementing or evaluating community interventions;
- Applying knowledge to develop or enhance public health practices/programs in communities (technical transfer);
- Designing or conducting public health surveys;
- Producing scholarly products of academic public health practice such as technical reports and monographs, as well as other forms of publications.

Scholarly Products

Scholarly products include peer-reviewed publications in scientific journals with a focus on impact journals, policy reports, commissioned papers, book chapters, or similar products. Scholarly products based on innovation and participation in team science (inter/multi-disciplinary research teams) are highly valued. Clear evidence that the scholarly products have added to the scientific literature and impacted public health research, teaching, service or state, federal, or international policies should be provided. Faculty members should also demonstrate that their scholarly activities have provided them with a national reputation by being sought after by others as indicated by being an invited presenter,

author, peer reviewer for publications and grants.

HPS expects that tenure eligible faculty members will have a continuous publication record with a **minimum average of 2 peer-reviewed publications each year** and presentation of peer reviewed papers or abstracts at national conferences each year. **For Full Professors**, HPS expects a continuous publication record with a minimum of **3 peer-reviewed publications per year**. Impact, role on paper and presentation, and student and community co-authors will be considered for significance. Impact may be measured by impact factors, assessment by scholars in the field, and informing community practice and policy. Students who serve as a first author for work that was done while a student, with a faculty supervisor as a co-author, should be designated on faculty member's curriculum vitae and is considered as a first authored publication for the faculty member.

Funding

Faculty should have **consistent funding through extramural resources**. Faculty with substantial teaching or administrative responsibilities, however, may have less than that amount of extramural support. HPS values **continual funding as a Principal Investigator or Key Personnel on multi-year projects**. Faculty are expected to demonstrate that they can continue their funding with future grants as evidenced by having multi-year grants/contracts that extend into the future and by having new grant/contract proposals under review. HPS values funding from multiple sources including grants, contracts, and gifts. HPS encourages funding from all allowed sources by the University and MEZCOPH:

- Federal sources (i.e., NIH, HRSA, and CDC).
- State sources (i.e., ADHS and ABRC)
- Foundations (i.e., Flinn, Gates, RWJF, and Kellogg)
- Private industry
- Internal funds (i.e., UA peer-reviewed awards)

Evaluation

Consistent with the MEZCOPH Guidelines, the HPS Promotion and Tenure Committee cannot be expected to evaluate quality without input from independent evaluators and the evidence of positive peer review. Independent evaluations are weighed heavily in the assessment of quality and quantity of activities. Measures that contribute to the assessment of the quantity and quality of research activities may include, but are not limited to:

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

Teaching and Advising

HPS faculty are expected to be engaged in both teaching and student advising. Mentoring of junior faculty in HPS, MEZCOPH and the University is also highly valued. **Generally, teaching the equivalent of two 3-credit course per year as lead instructor is expected from faculty members.** However, the percent effort for teaching may vary based on individual work plans that are determined by the Department Chair. Evaluation of classroom teaching should include teaching course evaluations (TCEs) and peer evaluation. Both types of evaluation should demonstrate a commitment to teaching, activities that support continual quality improvement of courses, and efforts to create and maintain a strong learning environment for students from diverse backgrounds.

Student Advising

HPS faculty are expected to advise several students each year, including undergraduate, master-level and/or doctoral students. Most course advising is conducted through the Office of Student Services and Alumni Affairs (OSSAA), especially for undergraduate and Master of Public Health Students (MPH). For undergraduate and MPH students, faculty are expected to provide advising about internships, career plans, and other topics relevant to their success in the educational program and public health field. For doctoral students, faculty are expected to focus advising on research activities, including publications, conference presentations, and grant proposals. Given the additional effort it takes to be an advisor for doctoral students, it is expected that faculty members who advise doctoral students will have a lower total number of student advisees. Faculty members should also serve as readers for master's papers and serve on doctoral committees for HPS and non-HPS students.

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

- Developing and/or teaching regular university courses (including coordinating and team-teaching a multidisciplinary course);
- Organizing, developing and/or teaching public health leadership, educational, training, practice, and/or continuing education courses;
- Developing and/or participating in innovative academic program curricula development;
- Developing innovative course materials, instructional projects, and/or replicable systems of instruction (e.g., designing computer-assisted learning modules, web-based learning modules, TA-instructed laboratories, or video, computer, or other distance learning programs that reach a substantial number of persons in the target audience);
- Supervising graduate independent studies and/or tutorials;
- Supervising student field research or internships;
- Providing public health practice opportunities to students by organizing projects or field experiences in which the students work with or under the supervision of the faculty member;
- Advising/mentoring/supervising students (or residents, medical fellows and post-doctorates);
- Serving on masters or doctoral committees;
- Writing textbooks or course-related laboratory manuals;
- Presenting seminars and/or workshops on teaching;
- Collaborating with community-based organizations, and/or with local, state or federal policy makers that results in increasing their capacity for instituting and/or sustaining public health programs.
- Measures used to assess the quantity and quality of these activities may include, but are not limited to:
 - Student evaluations of teaching;
 - Student evaluations of advising, mentoring, or individual project and research supervision;

- Peer evaluation of teaching;
- Evaluations by public health professionals of teaching/training in public health leadership, educational training, practice, and/or continuing education courses;
- Invitations to deliver external short courses;
- Invited seminars or lectures to external audiences;
- Special honors or recognition for teaching excellence or innovation;
- Peer and administrative evaluation of performance on educational committees;
- Adoption of innovative teaching methods or curricular materials by other institutions;
- Evidence of competency of graduates and practitioners trained;
- Documentation of the process and outcomes of trainings, technical assistance and outreach activities.

Service

HPS faculty members should participate in intramural service to the Department, College, and University. Furthermore, faculty members should provide service to their professional organizations, and demonstrate public health service to governmental and non-governmental organizations. Similarly, with increasing seniority (associate and full professors), faculty members should **take on additional leadership roles** as part of their service. HPS faculty members at the rank of associate professor or full professor are expected to mentor junior HPS faculty. Formal or informal mentoring other faculty in MEZCOPH, the University and other institutions is also supported. All mentoring activities should be documented as part of annual performance reviews.

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

Intramural service:

- Serving on or chairing Department, college, and/or university committees;
- Serving in the faculty senate or in other faculty governance roles;
- Serving as the sponsor for student activities and/or groups;
- Performing administrative assignments at Department, center, college, or university levels;
- Mentoring other faculty (required for full professors);
- Performing official activities in the recruitment/selection of students or faculty.

Extramural service:

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

Outreach (local, state, national, global):

- Participating in regional or national task forces and committees established to set or guide standards of public health practice;
- Assisting communities or health agencies to obtain funding for research, program evaluation and/or public health programs;
- Developing programmatic or organizational linkages among academic institutions, public health or health care agencies or other community-based organizations for the purpose of addressing a health-related problem or policy;

- Organizing outreach efforts to the community-at-large (that enhance public awareness of public health issues);
- Dissemination of scholarly findings to the media (i.e., radio, television, printed media);
- Developing external relationships with government entities;
- Receiving an award or honor for accomplishments in community-based service;
- Presentations to the community or extramural professional groups (inclusive of professional conferences, colloquia, symposia, workshops and seminars).

Appointment and Promotion Guidelines for TE Faculty

Assistant Professor (UHAP 3.12.04)

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

Associate Professor (UHAP 3.12.05)

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

Professor (UHAP 3.12.06)

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

Appointment and Promotion Guidelines for Non-Tenure-Eligible Faculty

Rules of Non-tenure-Eligible Faculty Appointment

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

All faculty appointments are based on demonstrated outstanding potential and/or achievement as an

academician and professional. Faculty members are expected to contribute significantly to the research, teaching, and service mission of MEZCOPH and to publish in peer-reviewed publications. Their Annual Work Plan should specify research or teaching as their primary focus. Specific expectations are based on the faculty member's academic credentials and Annual Work Plan. The rank of appointment within the track will be based on the candidate's academic and professional achievements. Faculty appointments from previous institutions will be considered when appointment is made at the assistant professor or higher rank. The person requesting appointment in this track will be expected to make a long-term commitment of a portion of her or his professional time to the academic mission and activities of the College.

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

Lecturer (UHAP 3.13.01)

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

Assistant Professor (UHAP 3.13.03)

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

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

Associate Professor (UHAP 3.13.04)

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

An Associate Professor in this track may be recommended for promotion to the rank of Professor of Public Health at any time, but normally shall be reviewed for retention in rank every six years. During the fifth year, the faculty member must be informed by the Department Director that he or she has the right to be reviewed for retention in rank or for promotion to Professor in this track. A review will be conducted unless the faculty member declines in writing. Recommendations resulting from these reviews must be considered by the MEZCOPH Promotion and Tenure Committee and shall be forwarded to the Dean and the Provost.

Professor (UHAP 3.13.05)

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

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