

APPOINTMENT, PROMOTION AND TENURE GUIDELINES

MEL AND ENID ZUCKERMAN ARIZONA COLLEGE OF PUBLIC HEALTH

Preamble

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

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

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

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

All candidates for promotion must have peer-reviewed publications irrespective of the faculty track and must demonstrate excellence in their contributions to teaching, research and service. The difference between the two tracks is that the TE track requires significant contributions in performance in all three areas of research, teaching and service. In addition, the TE Track requires that either promotion from Assistant to Associate Professor is achieved by the end of the sixth year in rank or the faculty member’s appointment is not renewed. The NTE track requires contributions in all three areas and a significant contribution in either research or teaching.

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

Rules of Tenure-Eligible and Tenured Faculty Appointment

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

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

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

Assistant Professor (UHAP 3.12.04)

Initial appointments at the rank of Assistant Professor should be made only to persons who show promise for promotion to higher ranks, and should be made only to persons who hold 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 academician and teacher, with a mastery of the fundamentals of the individual's own subject, and the ability to relate this knowledge well. A national reputation among peers for excellence in research is required. Significant service to the Division, College, University, the public, and to professional organizations and activities at the state and national level should be documented.

Professor (UHAP 3.12.06)

Appointment or promotion to the highest rank should be reserved only for those who have demonstrated sustained achievement. A sustained record of excellence in research and scholarly activities since appointment or promotion to the previous rank is required. Promotion to Professor should signify that the individual has an established reputation in her or his specialty area; a national and international reputation as an established investigator is required. Research programs should not only be productive, but also provide training to individuals such as students,

clinical and public health professionals, junior faculty and academic professionals, and community representatives. Teaching should be of the highest quality and clearly documented. In addition, candidates must have demonstrated substantial contributions in professional and public service or public health practice. The individual should be an active participant in intramural and extramural service, thus furthering the stated missions of MEZACOPH and the University.

II. Appointment and Promotion Guidelines for Nontenure-Eligible Faculty

Rules of Nontenure-Eligible Faculty Appointment

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

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

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

Lecturer (UHAP 3.13.01)

Appointments as "Lecturer" or "Senior Lecturer" are nontenured, nontenure-eligible appointments governed by Subsection **3.13.01**. However, individuals holding appointments as "Lecturer" with tenure on June 30, 1987, have the assurance of continued tenure under the terms of Subsection **3.11.04**. There are two types of nontenure-eligible 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 Division and College levels. All reappointments for longer than one year require approval of the Provost.

Assistant Professor (UHAP 3.13.03)

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

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

Associate Professor (UHAP 3.13.04)

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

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

Professor (UHAP 3.13.05)

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

individual is either primarily or secondarily engaged in teaching and training, these contributions should be of the highest quality and 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.

III. Performance Evaluations and Criteria

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

The formal reviews will:

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

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

MEZACOPH Performance Review Criteria are derived from the approved MEZACOPH Annual Performance Guidelines, from Department of Health and Human Services (DHHS) 1993 recommendations for including additional practice criteria, and from the Association of Schools of Public Health (ASPH) 1999 definition of academic public health practice as the applied, interdisciplinary pursuit of public health scholarship. The traditional academic areas of research, teaching and service 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 Division missions.

Application of the criteria during the review process should be based on and bounded by the faculty member's Annual Work Plan. Therefore, a faculty member's contributions in teaching,

research, and service should be evaluated in proportion to the amount of time he or she has agreed to devote to these activities in the Annual Work Plan.

Research

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

Teaching

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

Service

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

Specific Performance Evaluation Criteria

Research

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

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

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

- numbers of different types of publications and presentations (e.g., publications in research and/or practice-relevant journals, legislative/judicial documents/presentations, practice documents, technical reports/presentations, community presentations);
- published reviews of the faculty member's scholarly work or use of such work documenting national reach;

- documentation of impact/importance of publications by citations (e.g., in Science Citation Index, Legislative/Judicial/Governing Boards' Documents) or other written evaluations of significance;
- quantity and quality of research awards;
- invitation to serve as editor or editorial board member for scientific journals or books;
- consulting for other universities/colleges;
- documented opinions of collaborators, funding agencies, and/or health agencies;
- use of methodological developments at other institutions or agencies;
- documented use of research results in public health practice;
- awards and honors.

Teaching

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

- developing and/or teaching regular university courses (including coordinating and team-teaching a multidisciplinary course);
- organizing, developing and/or teaching public health leadership, educational, training, practice, and/or continuing education courses;
- developing and/or participating in innovative academic program curricula development;
- developing innovative course materials, instructional projects, and/or replicable systems of instruction (e.g., designing computer-assisted learning modules, web-based learning modules, TA-instructed laboratories, or video, computer, or other distance learning programs that reach a substantial number of persons in the target audience);
- supervising graduate independent studies and/or tutorials;
- supervising student field research or internships;
- providing public health practice opportunities to students by organizing projects or field experiences in which the students work with or under the supervision of the faculty member;
- advising/mentoring/supervising students (or residents, medical fellows and post-doctorates);
- serving on masters or doctoral committees;
- writing textbooks or 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

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

Intramural service:

- serving on or chairing division, college, and/or university committees;
- serving in the faculty senate or in other faculty governance roles;
- serving as the sponsor for student activities and/or groups;
- performing administrative assignments at division, center, college, or university 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, international):

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

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