

UAMS College of Public Health

Appointment, Promotion and Tenure Criteria

The following policies and procedures for the College of Public Health are supplemental to the policies of the University of Arkansas Board of Trustees and those set forth by UAMS that apply to the campus as a whole. When possible, internal references have been provided to link the reader to appropriate information. It is not intended to supplant those policies and where any conflict might be deemed to exist, the Board of Trustees' policies or the policies of UAMS shall be controlling.

1. The following are the Faculty ranks that will be used at the College of Public Health. These will be used for tenured, tenure-seeking and non-tenured positions:
 - Instructor
 - Assistant Professor
 - Associate Professor
 - Professor
 - University Professor
 - Emeritus Professor

Visiting appointments are offered to individuals of faculty rank who are serving for temporary periods, usually not to exceed one year.

***Distinguished Professor** will follow the guidance of UA Board Policy 470.1 that states:*

The rank of distinguished professor is to be reserved for those individuals who are recognized nationally and internationally as intellectual leaders in their academic disciplines for extraordinary accomplishments in teaching; published works, research, or creative accomplishments in the performing arts; or other endeavors, and who have gained such recognition for distinction at this or another university prior to appointment as distinguished professors.

Appointments to this rank shall be made only when clear indication exists that individuals so appointed will provide exemplary academic and intellectual leadership and continue their professional activities in such a way as to maintain national and international recognition and a commensurate level of accomplishment.

***Emeritus Professor** will follow the guidance of UA Board Policy 475.1.*

2. Except as provided below, the award of tenure will only be made following a minimum of a 12-month probationary period. Exceptions:
 - Faculty members currently tenured with another college or division of UAMS may be transferred with tenure if their primary appointment will be in the COPH.
 - Newly recruited faculty members with time accumulated in a tenure-track position in another college or division of UAMS or in another institution may negotiate to transfer all, some or none of that time to their appointment in the UAMS COPH.

- With the approval of the Faculty Promotion and Tenure Committee and the Dean, the award of tenure may be made sooner than specified above.
3. Effective upon adoption of this document, any initial appointment or promotion to a position of Associate Professor or Professor requires the concurrence of the Dean and the Faculty Promotion and Tenure Committee. *Appointment to these two ranks also requires the concurrence of the Chancellor of UAMS.*
 4. Full-time is considered at 51% effort or above. Those individuals certified by the chair of the department as contributing 51% or more of their time and effort shall be considered full-time faculty and eligible for consideration for tenure within their rank.
 5. Evaluations for appointment, promotion, and tenure shall be based on criteria established in the following three areas: (1) Teaching; (2) Scholarship; and (3) Service.

Faculty Ranks

Instructor

Requires training above the baccalaureate degree although technical proficiency and experience may serve in lieu of formal training. Appointment at the rank of instructor is appropriate for individuals with limited experience in teaching, scholarship and service. Reappointment and promotion require significant professional development as demonstrated by active involvement in teaching, research or practice. Since Instructor is a non-tenure earning appointment, time spent as an Instructor does not count toward earning tenure. Although time at the instructor rank is not limited, it is expected that instructors will progress to the rank of assistant professor with the acquisition of the terminal degree. Active work toward a terminal degree may, therefore, be required.

Assistant Professor

May be tenure earning or non-tenure earning. A terminal degree is required for this rank. Appointment at the rank of assistant professor is appropriate for individuals showing promise as a teacher and scholar. Continued appointment at this rank requires success as a teacher, scholarly achievement and service. An assistant professor will have seven (7)* years to achieve promotion to the rank of associate professor or to convert to a non-tenure earning position.

* Application for tenure should occur no later than the beginning of the sixth year for a decision to be reached prior to the beginning of the seventh (or final) year in this rank.

Associate Professor

May be tenured, tenure earning or non-tenure earning. A terminal degree is required for this rank. Appointment at the rank of associate professor is appropriate for individuals who demonstrate excellence in scholarship (teaching and/or research) and service and that his or her work has led or will lead, either collectively or individually, to improvements in public health practice. For continued appointment, candidates are expected to show evidence of continued high quality teaching, excellence in scholarship, and demonstrated service. There is no limit to the number of years an individual may remain at the rank of associate professor; however, in the normal course of events, individuals will progress to the rank of professor.

Professor

May be tenured, tenure earning or non-tenure earning. A terminal degree is required for this rank. Appointment at the rank of professor is appropriate for individuals who are recognized nationally for excellence in the conduct of teaching and academic duties, sustained excellence in scholarship, and contributions in public health service. To be promoted to professor, faculty members must demonstrate that their work has led to a significant improvement in the public's health or a significant advancement of the science or practice of their discipline. Faculty members with the rank of full professor are expected to show evidence of national recognition of their leadership abilities through continued service to their discipline and/or to public health. Letters of assessment from three recognized leaders in the health research or practice field will be made available for reviewers.

University Professor

Appointment to a university professorship is a special honor conferred only upon active faculty in recognition of an extended period of exemplary service in a spirit of collegiality not only to the College itself but also to the University of Arkansas for Medical Sciences. This period of exemplary service extends also to their profession and to the public through their professional activities. In order to achieve this distinction, a faculty member must, in addition to having an extended period of exemplary service to the College and the University of Arkansas for Medical Sciences, have gained wide recognition among their peers throughout the College and UAMS for their sustained excellence in scholarship, teaching, or creative activity germane to their respective disciplines while serving as an interdisciplinary team member of the faculty of the University of Arkansas for Medical Sciences. Once appointed to the rank of university professor, the individual shall hold this rank for the remainder of their tenure at the University of Arkansas for Medical Sciences.

The rank of a university professorship may be awarded to active faculty who already hold the rank of professor or distinguished professor. Individuals who have been serving in an administrative capacity at the University of Arkansas for Medical Sciences are not eligible for receipt of this honor until a minimum of three years after leaving their administrative position.

Emeritus Professor

Emeritus Professor status is awarded in recognition of distinguished service to the University of Arkansas upon retirement. Emeritus professors are expected to assist and support the University of Arkansas in their areas of competence, particularly in an advisory capacity, when requested to do so.

Evaluation Criteria

Teaching

Although teaching occurs in the classical classroom setting, in a professional school offering post-graduate education, teaching can also occur in a variety of additional ways. Listed below are several “settings” in which a faculty member can be evaluated for this skill area.

Teaching Settings and Roles:

1. Formal teaching
 - Classes, seminars, or laboratory courses for graduate students
 - Web-based instruction of graduate students
 - Continuing education courses
2. Curriculum development
 - Development of new course
 - Conversion of course for distance-learning: compressed video or web-based instruction
3. Informal teaching
 - Chair of thesis or dissertation committee
 - Member of thesis or dissertation committee
4. Mentoring, academic advising, or supervising
 - Faculty supervisor for independent study course (e.g., directed studies, field experiences, capstone project)
 - Academic advising for COPH students
 - Supervision and mentoring of post-doctoral fellows
 - Mentoring of junior faculty
5. Principal investigator on a training grant

It is the policy of the UAMS College of Public Health to consider appropriate methodologies for adult learners in evaluating faculty in this area. For that reason, three aspects of faculty teaching and associated educational activities will be evaluated: the process, content and outcomes of their activities. Process is how one teaches, i.e., the use of a variety of appropriate and up-to-date teaching methods; content is what one teaches, and outcomes are the result or the impact of teaching on the student (i.e. what the student learns or can do as a result of teaching.)

Examples of documentation appropriate for each setting/role and component include:

Formal Teaching

Process

1. Course number, title and objectives; semester taught, number of students, status of students (i.e. COPH students, outside professionals, cross-section of disciplines, etc); whether team-taught or if guest lecturers were used, list of other team members/guest lecturers and the percentage of total effort contributed; a copy of the course syllabus; name of textbooks and/or required reading selections, supplemental readings and a list of

- materials distributed; examination methods and a copy of any written examinations; and copies of official student evaluations.
2. Title and objectives for continuing education courses, certification programs, or workshops directed at enhancing skills of practitioners; dates of courses/programs, number of participants; description of level of effort; a copy of the course syllabus; name of textbooks and/or required reading selections, supplemental readings and a list of materials distributed, if applicable; examination methods and a copy of any written examinations; copies and written summary of participant evaluations.

Content

1. Examples of new developments contained in the course contents to demonstrate the course is up-to-date with the field.
2. Demonstration that course content is appropriate for discipline being taught (e.g. content is similar to courses being taught in other recognized programs.)
3. Evidence that teaching methods are periodically reviewed by senior faculty and/or outside experts through classroom visitations, review of course syllabi and other related materials, review of student evaluations.
4. Evidence of innovation in teaching methods, course content, other learning experiences, curriculum development or revision, and use of appropriate technology.
5. Evidence of inclusion in the course contents of subject matter core competencies for the discipline, as outlined in *The Public Health Faculty/Agency Forum Final Report*.
6. Evidence of inclusion in the course contents of core competencies for public health practice, as found at <http://www.trainingfinder.org/competencies/list.htm>, *A Project of the Council on Linkages Between Academia and Public Health Practice*.
7. Publication and adoption of textbook(s).

Outcomes

1. Evidence of self-evaluation of teaching.
2. Awards for outstanding teaching.
3. Evidence that contributions to teaching are being adopted or are affecting teaching programs at other institutions.
4. Evidence that teaching has a significant impact on students or fellows beyond what is considered usual or normal, e.g., inclusion of letters from former students or fellows or other evidence of faculty impact on the accomplishments of former students or fellows.
5. Evidence of ability to build and sustain relationships through participation in interdisciplinary projects and/or team teaching.
6. Evidence of leadership in design, delivery and evaluation of teaching programs that catalyze others to achieve their maximum potential.
7. Invitation by other institutions to serve as guest lecturer, trainer or visiting professor.

Curriculum Development

Process and Content

Title and objectives of new course or course converted for distance learning; current status of the curriculum/course; if team effort, list of other team members and description of level of effort; description of instructional methods and materials developed; evaluation methods developed by faculty to determine whether course meets its stated objectives.

Outcomes

1. Evidence that contributions are being adopted or are affecting teaching programs at other institutions.
2. Grants to support instructional activities if these are individual accomplishments.
3. Evidence of ability to sustain and build relationship through participation in interdisciplinary projects.
4. Evidence of leadership in design, delivery and evaluation of teaching programs that catalyze others to achieve their maximum potential.

Informal Teaching

Process and Content

Name of students for whom faculty member served as thesis or dissertation committee chair or member; specification of the faculty member's role (chair or member); dates and title of the thesis or dissertation; description of nature of mentoring, if applicable, and level of effort; outcome or progress to-date for each student.

Outcomes

1. Evidence of self-evaluation of role in thesis/dissertation process.
2. Evidence that thesis/dissertation role has a significant impact on students/fellows beyond what is considered usual or normal, e.g., inclusion of letters from former students or other evidence of faculty impact on thesis/dissertation process.
3. Evidence of ability to sustain and build relationship through participation in interdisciplinary projects and/or team teaching.
4. Evidence of leadership in design, delivery and evaluation of teaching programs that catalyze others to achieve their maximum potential.
5. Invitation by other institutions to serve as guest lecturer, trainer or visiting professor.

Mentoring, Academic Advising, and Supervision

Process

1. Course number, title and objectives of independent studies courses; semester taught, number and listing of students supervised in independent studies; whether course was team-led and, if so, faculty member's role and level of effort; copy of course work-plan or syllabus for each

student or group of students, including list of required and supplemental readings, list of materials distributed, examination or other evaluation methods, and copy of any written examinations, as applicable; copies of official student evaluations.

2. Name and number of CPH certificate, master's, and doctoral students for whom the faculty member served as academic advisor; dates of advising; outcome or progress to-date.
3. Name and number of post-doctoral fellows and/or junior faculty members mentored; description of nature of mentoring provided and level of effort; dates of mentoring; evidence/indicators of effectiveness; documentation of benefit by letter of support from fellows and faculty mentored.

Content (applicable for independent studies)

1. Examples of new developments contained in the course contents to demonstrate the course is up-to-date with the field.
2. Demonstration that course content is appropriate for discipline being taught (e.g. content is similar to courses being taught in other recognized programs.)
3. Evidence that teaching methods are periodically reviewed by senior faculty and/or outside experts through review of course syllabi/work-plans and other related materials, review of student evaluations.
4. Evidence of innovation in teaching methods, course content, other learning experiences, and use of appropriate technology.
5. Evidence of inclusion in the course contents of subject matter core competencies for the discipline, as outlined in *The Public Health Faculty/Agency Forum Final Report*.
6. Evidence of inclusion in the course contents of core competencies for public health practice, as found at <http://www.trainingfinder.org/competencies/list.htm>, *A Project of the Council on Linkages Between Academia and Public Health Practice*.

Outcomes

1. Accomplishments, employment record, progress towards improvements in public health demonstrated by the professional careers of former students, fellows and junior faculty.
2. Evidence of self-evaluation of teaching.
3. Evidence that teaching has a significant impact on students/fellows beyond what is considered usual or normal, e.g., inclusion of letters from former students or fellows or other evidence of faculty impact on the accomplishments of former students or fellows.
4. Evidence of ability to sustain and build relationship through participation in interdisciplinary projects.
5. Invitation by other institutions to serve as guest lecturer, trainer or visiting professor.

Training Grants

Process

Description of training grant; term of the grant; number and type of participants and courses supported during the grant; description of training delivery method; written summary of participant evaluations.

Outcomes

1. Accomplishments, employment record, progress towards improvements in public health as demonstrated by the professional careers of former students and fellows supported by training grants.
2. Grants that support research activities that involve students or support acquisition or expansion of new equipment and training opportunities.

Scholarship

Faculty scholarship is expected to enable improvements to the health of the public or advancement of the science and practice of the discipline. For purposes of faculty evaluation, scholarship is construed to encompass both research and practice. A faculty member at the UAMS College of Public Health may choose to emphasize original research, i.e. the generation of new knowledge pertinent to public health; to emphasize public health practice, i.e. the advancement and /or evaluation of the application of knowledge to enhance the public's health; or to maintain a balance between the two. Both original research and scholarly public health practice require originality of thought and effective dissemination of knowledge through publications, presentations and other appropriate means.

Criteria for evaluation of quality in scholarship are found below, followed by a listing of sample documentation that may be provided as evidence of such.

Criteria for Evaluating Quality:

1. The area of research or practice is one of importance relative to the faculty member's discipline, to human health or the health of the public.
2. The faculty member's research or practice has moved the discipline or practice arena forward. If carried out in collaboration with others, then the contribution by the faculty member represents a major contribution toward moving the discipline or practice arena forward.
3. Research or area of practice results or findings have been published in a peer-reviewed, high quality, high impact journals.
4. Research or area of practice has resulted in contributions in policy and/or program design, lead to new developments or breakthroughs in the field or been incorporated to address a current public health problem and will influence the public health status in the community.
5. Work of other researchers or practitioners has been stimulated by this work.
6. The research or practice area has influenced and improved the teaching activities of the faculty member and /or the department.
7. The research or area of practice has influenced other activities in the community, in other communities or with other agencies or organizations or has resulted in the creation of a new, ongoing partnership to address public health issues in a community (local, state or national).
8. The work demonstrates the faculty member's ability to incorporate new developments in the field and transfer knowledge and techniques to problems influencing public health.
9. The work has resulted in the advancement of capacity building for delivery of the core functions of public health at the local, state or national level.

Documentation:

1. Publications
 - a. Journal Publications—provide name of journal, full citation, including all authors.
 - b. List of citations, references by others
 - c. Title and full citations of textbooks or scholarly books (level of sales, schools used, etc.), material incorporated in a textbook, book or used as a case study (provide name of textbook, book or source of case study)
 - d. Monographs, technical reports, reports to an agency or community that assist in the assessment of public health problems, assurance of the delivery of public health services or development of public health policy.
 - e. List of published commentaries/critiques of notable publications or technical reports.
 - f. Citation, reference, comment and critiques of a technical report arising from the work---provide copies.
2. Funded Research or Practice-based Activities
 - a. Funded grants, contracts, fellowships or other awards for research, public health practice or training activities.
 - b. Overview and summary for each of the above funded projects.
3. Dissemination other than publication
 - a. Oral and poster presentations at scholarly meetings or conferences, seminars, short courses or training sessions.
 - b. Invitation to present or presentation at professional meetings, advisory group meetings, hearings before Congressional or legislative committees, oversight or board meetings.
 - c. Dissemination using multi-media technology such as the Internet.
 - d. Communications to non-professionals in newspapers, newsletters or other lay publications.
4. Awards and Honors

Scholarly recognition by a professional organization or group
5. Influence on policy/practice
 - a. Legislation enacted/ executive order issued to implement recommendations from research or practice.
 - b. Agency regulations/statement of policy/or requests for proposals acknowledging research or practice and incorporating the approach resulting from research or practice in a new program design or implementation of a new program.
 - c. Research, model or theory cited in floor statement for legislation pending before Congress or the state legislature.
 - d. Research cited by advocacy organizations attempting to influence legislation or policy at the state or national level.

Service

In a professional institution, the practice of science is pursued within a community of scholars who, through interdependence, build upon the innovations of each other, review each other's contributions, determine when new knowledge exists and work to translate that knowledge to benefit the larger society. Each member of the community of scholars therefore has an obligation and responsibility to work to the benefit of others.

Service may occur in three arenas: within the profession, within the University or within the community-at-large (local, state, national or international, both public or private). Examples, though not an exhaustive list, are listed below:

1. Service to the profession
 - a. Membership in, or leadership of, a professional organization, committee, board, consortium, advisory group, task force, or other policy-making group.
 - b. Election or appointment to a leadership position within a national or international scientific organization in recognition of outstanding research or practice accomplishments
 - c. Selection to serve as an editor or reviewer for scientific publications
 - c. Reviewing professional books.
 - d. Serving on review panel for grant or contract proposals, serving on site-visits or service on a monitoring board or panel.
 - e. Participating on or consulting with accrediting or other educational review boards
 - f. Selection to serve on national task force or governmental advisory group or philanthropic organization in recognition of outstanding research or practice accomplishments and expertise.
2. Service to the University
 - a. Membership on governing committees within COPH, UAMS or UA.
 - b. Service as director or member for an interdepartmental team within COPH or with other colleges within UAMS or institutions within the state.
 - d. Service s director or member on a COPH/ADH project or team.
 - e. Service in an administrative role for the department, a center, or COPH.
 - f. Other contributions to faculty governance and student life.
3. Service to the community-at-large
 - a. Membership on boards or committees in a professional capacity
 - b. Lectures in the community arising from your area of expertise.
 - c. Provision of technical assistance or education to the community-at-large.

Documentation:

Listing with dates of term of office or membership and a brief description (as needed).