



## Department of Public Health Faculty Tenure and Promotion Policy

**PURPOSE:** The purpose of this Graduate School of Biomedical Sciences (GSBS) policy and procedure is to provide guidelines for GSBS Department of Public Health faculty to receive tenure and/or promotion as outlined in HSC OP 60.01.

**APPROVAL:** The GSBS Graduate Council approved this policy on April 12, 2016.

**REVIEW:** This GSBS Policy and Procedure shall be reviewed within each even-numbered fiscal year by the Tenure and Promotions Committee and the GSBS Graduate Council. Revisions will be forwarded to the dean for approval and publication.

### POLICY/PROCEDURE:

1. **Initiation of Tenure and Promotion.** The tenure and promotion cycle is an annual process that begins in the spring. The tenure and promotion procedures are outlined in [GSBS Faculty Tenure and Promotion Guidelines](#), and relevant dates can be found in [GSBS Tenure and Promotion Timeline](#). The faculty member's Curriculum Vitae for Tenure and Promotion may be completed using [GSBS T&P Curriculum Vitae](#).

Generally, the procedure for promotion will be initiated by the department chair after a careful evaluation of the faculty member. However, if a faculty member has held a given rank for a number of years and has not been recommended for promotion, and the faculty member feels that he/she is qualified for promotion, the promotion evaluation process will be initiated at the faculty member's request through the faculty member's department chair.

2. **Tenure and Promotion Application Packet.** In accordance with decisions issued by the State of Texas Office of the Attorney General regarding privacy of documents, TTUHSC acknowledges and maintains that all materials collected or generated as part of the Tenure and Promotion (T&P) packet constitute reports of a medical committee and/or medical peer review documents. As such, this confidential information is available solely to persons who are involved in the deliberative T&P process or those who review documentation at the behest of the T&P Committee. Once the faculty candidate submits the dossier, s/he shall not have access to the promotion packet. The prohibition against disclosing reports of a medical committee and/or medical peer review information includes, but is not limited to, the dossier, ballots, letters of reference, communications regarding the T&P process, recommendations by the department T&P Committee and chair, the school T&P Committee, the dean, the president, and Regents, respectively.

### Tenure and Promotion POLICY/GUIDELINES:

1. **Acquisition of Tenure and/or Promotion.** The faculty tenure and promotion guidelines are based upon [HSC OP 60.01](#), and specify the criteria, standards and procedures that will be used within the GSBS. The criteria and areas of performance to be considered in the tenure and promotion decision processes are:



- a. Teaching
  - b. Scholarship
  - c. Public Health Practice (where applicable)
  - d. Academically-Related Public Service
2. **Scholarship.** Scholarship is expected in all areas that are applicable to the individual faculty member and may be demonstrated in education, research and public health practice.
3. **Tenure.** Tenure has been developed so that the Graduate School of Biomedical Sciences (GSBS) may have the benefit of the competent and honest judgment of its faculty. It is granted to retain and encourage the long-term commitment of the most promising faculty—those who have a proven record of academic accomplishment as referred to above, and hold the potential for continued contribution to the success of the academic program, the Department of Public Health, as well as to the GSBS. Promotion is awarded as recognition of a faculty member's ongoing accomplishments and potential for further contributions based upon specific guidelines for academic accomplishment as referred to below. Consideration for promotion will be initiated by written request by the individual faculty member to the chair.
  - a. Tenure Track Probationary Period. Each faculty member on the tenure track must be considered for tenure no later than during **the last** probationary year of that faculty member's appointment. For the purposes of tenure and computation of probationary years accrued, each faculty member's appointment is considered to have begun on the 1st day of September of the **calendar** year during which the initial appointment was made. **The Probationary periods for Assistant Professor, Associate Professor and Professor are 7 years.** The Department Chair will be notified of the faculty in their department being considered for **mandatory** tenure. Before the end of the 7-year probationary period, untenured faculty must be notified in writing that tenure has been awarded or that the appointment will not be renewed at the end of the eighth year.
  - b. Non-tenure/Tenure Track transitions. The transition from the non-tenure track series to the tenure track series, or vice versa, using the [Tenure Option Form](#), may be permitted following review and by mutual agreement of the faculty member, the department chair and the dean. Absent extraordinary circumstances which are approved by the dean, only one transfer between tracks will be permitted.
  - c. Early Tenure: Names of exemplary faculty wishing to be considered for **early** tenure should be submitted in writing by the department chair to the dean. A tenure-track faculty member denied the granting of early tenure may reapply during the 7-year probationary period. The department chair written recommendations shall address specifically whether early action is warranted and whether, and to what extent, activities at another institution will be applied to the tenure and promotion.
  - d. COVID-19: Per TTUHSC OP 60.01 the Graduate School of Biomedical Sciences (GSBS) will consider requests for an extension of up to three years to the maximum probationary time period for tenure to any faculty member affected by the COVID-19 Pandemic. The only requirements are that the faculty member be employed as a tenure track faculty member in



the GSBS during the pandemic (March 2020 to March 2022) and that they make the request in writing to the Chair of the Department of Public Health before May 15th of his/her final probationary year. The request must be forwarded to and approved by the GSBS Dean.

4. **All Faculty.**

- a. A candidate for promotion and/or tenure must maintain a consistent and cumulative record of accomplishments with documentation of activities regarding teaching, scholarship, practice and service as evaluated in the Annual Faculty Performance Appraisal Plan.
- b. The emphasis placed on each of these four areas will depend on the candidate's primary responsibilities as determined with the respective chair. Clearly, the more areas in which 'excellence' can be demonstrated, the greater the likelihood for promotion and/or tenure.
- c. The same criteria for promotion will apply for tenure and non-tenure track faculty.
- d. Meaningful participation in scholarship will be required for promotion to Associate or Full Professor, whether in the tenure or non-tenure track.
- d. Promotions for part-time faculty (1 – 49% FTE) are requested by the department chair through submission of a letter of justification to the dean of the GSBS.

5. **Tenure-track Faculty.** Faculty on the tenure track will be expected to demonstrate excellence in at least one area, i.e., teaching, scholarship, or public health practice (area will be determined by the faculty member and the chairperson), with meaningful participation in all areas, i.e., teaching, scholarship, public health practice, and academically related public service.

6. **Non-tenure Track Faculty.** Faculty on the non-tenure track will be expected to demonstrate excellence in at least one area, i.e., Teaching, Scholarship or Public Health Practice (area will be determined by the faculty member and the chairperson), with meaningful participation in at least one of the other areas, i.e., teaching, scholarship, public health practice, or academically-related public service.

7. **Excellence Criteria.** Criteria by which excellence can be established in each area of performance are listed in the table below. These lists are not intended to be all-inclusive, but rather represent examples. Furthermore, it should be noted that the table is a "guideline" and the Tenure & Promotion Committee and the dean will take exceptional circumstances into consideration when considering the promotion (and/or tenure, if applicable) of exceptional faculty.



**Table 1. Criteria for Faculty Rank:**

	Instructor	Assistant Professor	Associate Professor	Professor
<b>1. Education and Training</b>	<ul style="list-style-type: none"> <li>• DrPH</li> <li>• ScD in a Public Health Discipline</li> <li>• PhD in a Public Health Discipline</li> <li>• MD/MPH</li> </ul>	<ul style="list-style-type: none"> <li>• DrPH</li> <li>• ScD in a Public Health Discipline</li> <li>• PhD in a Public Health Discipline</li> <li>• MD/MPH</li> </ul>	<ul style="list-style-type: none"> <li>• DrPH</li> <li>• ScD in a Public Health Discipline</li> <li>• PhD in a Public Health Discipline</li> <li>• MD/MPH</li> </ul>	<ul style="list-style-type: none"> <li>• DrPH</li> <li>• ScD in a Public Health Discipline</li> <li>• PhD in a Public Health Discipline</li> <li>• MD/MPH</li> </ul>
<b>2. Teaching</b>	Willingness to participate in and develop capability in teaching	Previous experience or potential for competence in educating graduate students	<p>Expertise in educating graduate students, as evidenced by some of the following:</p> <ul style="list-style-type: none"> <li>• development of educational materials;</li> <li>• development and use of creative teaching methods and distance education methods</li> <li>• favorable student and peer evaluations;</li> <li>• invited research presentations, CE programs or Grand Rounds presented at this and other institutions;</li> <li>• documentation of enhancement of teaching skills;</li> <li>• service on thesis or dissertation committees</li> </ul>	<p>A distinguished record of educating graduate students, as evidenced by some of the following:</p> <ul style="list-style-type: none"> <li>• teaching awards</li> <li>• development of new educational methods, courses, or programs</li> <li>• participation in regional and/or national educational activities</li> <li>• service on thesis or dissertation committees.</li> </ul>
<b>3. Scholarship</b>	Optional, not required	Capacity for mentored or independent research	<ul style="list-style-type: none"> <li>• Evidence of a significant combination of peer reviewed contributions (e.g., papers, case reports, book chapters, abstracts, funding) based upon research, development of new education modules, or development of new public health practices.</li> <li>–</li> <li>• Scholarship contributions for consideration of tenure will reflect work done at TTUHSC but for promotion will include the candidate's career accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of national or international recognition, for a significant combination of peer-reviewed contributions (e.g., papers, book chapters, abstracts, funding) based upon research, or development of new education modules, or development of new public health practices</li> <li>• Scholarship contributions for consideration of tenure will reflect work done at TTUHSC but for promotion will include the candidate's career accomplishments.</li> </ul>
<b>4. Public Health Practice</b>	Not required	Evidence of competence in the practice of public health	<ul style="list-style-type: none"> <li>• Development of a regional/national reputation for excellence in public health practice.</li> <li>• Introduces and evaluates</li> </ul>	<ul style="list-style-type: none"> <li>• National/international reputation as an authority in the practice of public health. Introduces and evaluates innovative approaches to public</li> </ul>



			<p>innovative approaches for public health practice. Has a collaborative role in community intervention or educational programs.</p> <ul style="list-style-type: none"> <li>Scholarly work in public health practice, including reviews, studies, chapters, textbooks.</li> <li>Development of a leadership role in government or community service organizations.</li> <li>Active participation in and development of leadership role in regional or national professional organizations.</li> </ul>	<p>health practice. Has leadership role in community intervention or educational programs.</p> <ul style="list-style-type: none"> <li>Scholarly communications about public health practice issues including major reviews, analytic studies, chapters and textbooks. Major impact on and participation in the development of national standards for public health practice.</li> <li>Excellent in teaching principles and methods of public health.</li> <li>Leadership in professional organizations. Active participation in the development of the policies and programs of these societies. Recognition as a leading public health practitioner through the receipt of awards and honors from professional societies and government organizations.</li> </ul>
5. Academically-Related Public Service	None	None	<ul style="list-style-type: none"> <li>Service on TTUHSC, GSBS, and/or departmental committees.</li> <li>Participation in Professional, Academic, or Public Health-related organizations, committees or programs.</li> <li>Serves in an administrative capacity for department or school</li> </ul>	<ul style="list-style-type: none"> <li>Continued service and leadership on TTUHSC, GSBS, and/or departmental committees. Leadership in Professional, Academic, or Public Health-related organizations, committees or programs.</li> </ul>

8. **Examples of Meaningful and Excellent Participation.** Tables 2-5 contain examples of meaningful and excellent participation in the four (4) areas of performance (Teaching, Scholarship, Public Health Practice, Academically-Related Public Service).

*\*Note: These are examples only and not requirements.*



**Table 2. Teaching**

<b>Meaningful Participation</b>	<b>Excellent Participation</b>
<ul style="list-style-type: none"><li>• Active participation in teaching activities of the department such as presenting a series of lectures, coordinating a course, advising students</li><li>• Delivery of educational material to students, research fellows, or peers in health professions training programs</li><li>• Facilitates small group sessions for health science students</li><li>• Participates in teaching or supervision of medical and/or graduate students</li><li>• Receives satisfactory evaluations from learners</li><li>• Demonstrates commitment to enhancing educational skills by participating in courses, conferences, workshops, on-line learning experiences, etc. related to one's educational responsibilities</li><li>• Prepares curriculum materials (syllabus materials, in class activities, etc.)</li><li>• Invited to present lectures at the state or regional level</li><li>• Invited lecturer at other institutions of higher education (e.g., universities, health professions schools) or research and development facilities or institutes</li><li>• Develops and participates in the teaching of major portions of a graduate course</li><li>• Supervises graduate student MPH thesis/project for students in MPH program</li><li>• Demonstrates meritorious teaching ability as measured by learner evaluation and peer review</li><li>• Receives a local teaching award</li></ul>	<ul style="list-style-type: none"><li>• Develops a course, curricular component, educational software, or evaluation material which are used regionally or nationally</li><li>• Invited to organize and participate in a symposium or plenary session at a regional or national meeting</li><li>• Develops innovative approaches to improving student learning and enhancement of learning experiences</li><li>• Participates in postgraduate or continuing education course which serves a local audience</li><li>• Supervises a training program which has a regional or national audience</li><li>• Receives a regional or national teaching award</li><li>• Invited to be a visiting professor at another institution</li><li>• Provides educational leadership by writing textbook</li><li>• Favorable student and peer evaluations</li><li>• Invited research presentations or CE programs presented at this and other institutions</li><li>• Documentation of enhancement of teaching skills</li><li>• Service on thesis/project or dissertation committees</li><li>• Teaching awards</li><li>• Development of new educational methods, educational materials, courses, or programs</li><li>• Participation in regional and/or national educational activities</li><li>• Develops/directs a postgraduate or continuing education course which serves a regional audience</li><li>• Supervises or coordinates the teaching by other faculty (e.g., Course Director)</li></ul>

**Table 3. Scholarship**

<b>Meaningful Participation</b>	<b>Excellent Participation</b>
<ul style="list-style-type: none"><li>• Publishes abstracts and presents results of research/scholarly activity at national and international meetings</li><li>• Actively involved in scholarly activity</li><li>• Authorship (regardless of author rank) in peer-reviewed papers</li></ul>	<ul style="list-style-type: none"><li>• Consistent level of peer-reviewed publications that test hypothesis with first authorship and/or senior authorship</li><li>• PI or co-investigator on peer-reviewed grants, especially extramural</li><li>• PI or co-investigator on federally-sponsored</li></ul>





- PI or Co-Investigator on peer-reviewed intramural grants
- Presentations at national meetings
- Invited scholarly talks, intramural and extramural
- Co-author of review articles in peer-reviewed journals
- Development of teaching materials
- Publish articles on health professions education in educational journals, digital journals, or other peer-reviewed venues (e.g., MedEd Portal)
- Success in obtaining extramural and/or federally-defined peer-reviewed grants or contracts; success in obtaining funding for basic/applied, or community-based research
- Documented ongoing clinical, translational, and/or health outcomes research
- Recognition as an ad hoc journal reviewer or ad hoc member of review committees or study sections; consultant
- Presentation of invited or peer-reviewed research results at national or international professional meetings
- Supervises graduate student MPH thesis/project for students in MPH program
- Builds public health program curriculum
- Intensive work on public health accreditation documentation

- studies
- Participates in multi-center studies or trials
- Submits disclosure of inventions/intellectual property
- Evidence of national recognition supported by external letters of reference, involvement at the national level in professional or research organizations, talks at national conferences
- Publication of review articles in peer-reviewed journals either as first or senior author
- Author of book chapters
- Direction of scholarly activity of other faculty or fellows
- Continued success in obtaining extramural, federally-defined peer-reviewed grant or contract funds or investigator initiated basic/applied, or community-based research
- Recognition as a journal editorial board member or editor
- Regular member of a special review committee or study section
- Invited to organize and participate in a major national or international scientific meeting
- Prepares and presents scholarly work at peer attended regional or national conferences or meetings
- Consults at the national level
- Evidence of a significant combination of peer-reviewed contributions (e.g., papers, book chapters, abstracts, funding) based upon research, development of new education modules, development of new public health programs, services, or health care delivery systems.
- Evidence of regional and/or national recognition, for a significant combination of peer-reviewed contributions (e.g., papers, book chapters, abstracts, funding) based upon research, development of new education modules, development of new public health programs, services, or health care delivery systems.

**Table 4.** Public Health Practice (PHP)

**Meaningful PHP Activities**

**Excellent Participation**



- Performing a program needs assessment
- Evaluating a public health program or activity
- Designing or conducting a public health survey
- Providing technical assistance to a public health or health care organization to help that organization improve its operation
- Designing training materials
- Providing training or mentoring to public health practitioners or professional groups
- Developing programmatic or organizational linkages among public health or health care agencies for the purpose of addressing a health-related problem or policy
- Assisting local, state or federal policy makers with analysis or development of health policy
- Use of conceptual frameworks that reflect recent developments in practice methods or theoretical understanding
- Use of evidence-based approaches that are well grounded in public health sciences
- Improvement or refinement of practice methods
- Improvement in a health policy, program, or organization
- Improvement in methods of disease or injury surveillance, prevention or control.
- Progress towards social equity in public health
- Reduction of worker or community exposures to health risks
- The ability of trainees to assume positions of leadership as public health practitioners
- Publishing in peer-reviewed journals or in high-quality practitioner or professional journals or other periodicals
- Publishing in periodicals or newspapers read by the target population
- Presenting to large numbers of persons that include the target population
- Developing video, computer, or other distance programs that reach a substantial number of persons in the target audience
- Writing policy documents directed toward agency officials, policy makers or legislators
- Serving as the chair or playing a key role on an important task force
- Facilitating relevant public health community-based activities
- Organizing ongoing partnerships with community agencies that significantly enhance the quantity and/or quality of public health activities
- Receiving an award for accomplishments in academic public health practice
- International Health projects

**Table 5. Service**

**Meaningful Participation**





- Demonstrates skills in managing activities or programs
- Serves on committees
- Conducts tests, procedures or data handling in support of local or state public health facilities
- Serves as officer in state or local professional society
- Serves as an Assistant or Associate Dean or other Administrative appointment, e.g., Chairperson, Vice or Associate Chairperson of a department
- Serves as Program Director, Practicum Director, or other position related to the mission of the TTUHSC GSBS that involves significant time in administrative activities such as scheduling, evaluation, program development, documentation of activities, etc.
- Consults nationally regarding service-related activities
- Chairs professional society committee
- Attracts substantial gifts or endowments to the school
- Service as a regular or ad hoc member on a national research or scholarship review committee
- Serves as officer or major committee member/chair in regional or national professional society
- Chairs a departmental faculty search committee
- Chairs a major school/department committee (e.g., Admissions, Student Affairs, Grading and Promotion, etc.)
- Performs a service for the community or organizations within the community which are not directly associated with TTUHSC
- Service on TTUHSC, GSBS and/or departmental committees
- Participation in professional, academic, or health-related organizations, committees or programs