



BROWN
School of Public Health

Department of Behavioral and Social Sciences

Standards and Criteria for Promotion and Tenure
July 6, 2021

Overview

In view of the disciplinary variation in standards and practice across the University, each Department has its own guidelines that best meet the fundamental meaning of appointment, promotion, and tenure at Brown University. This document provides those guidelines for the Department of Behavioral and Social Sciences in the School of Public Health.

These guidelines stipulate the criteria for appointment or promotion to the rank of Associate or Full Professor of Behavioral and Social Sciences in the following five faculty tracks: Tenure Track; Research Scholar, (Research), Teaching Scholar, and Public Health Practice. There are several types of faculty appointments for which there are no promotion criteria provided since promotion is not possible. Faculty with appointments as Investigators, Research Associates, Teaching Associates or Instructors who desire promotion must request a change in appointment.

Faculty tracks and ranks are described in [Chapter 4](#) of the [Handbook of Academic Administration](#).

Promotion Timing

Faculty on the tenure track are reviewed by the University's Tenure, Promotion and Appointments Committee (TPAC). The timing of consideration for promotion and tenure in this track is determined largely by the appointment terms, which require reappointment for Assistant Professors at the end of the fourth year in rank and review for tenure during the seventh year in rank. On rare occasions, tenure track faculty may be considered for tenure prior to their seventh year in rank if the candidate and department strongly believe that the case warrants it.

Faculty on the Research Scholar, (Research), Teaching Scholar, and Public Health Practice tracks are reviewed by the Public Health Faculty Appointments Committee. Faculty in these tracks are reviewed annually by the department at a spring meeting attended by all BSS senior faculty. Decisions about who will definitely or possibly go up for promotion in the subsequent academic year are discussed at this meeting, and final determinations of who will be put forward for promotion are determined in the summer or fall in consultation between the Department Chair and the appointed promotions committee for that faculty member. Assistant Professors in the Research Scholar or Teaching Scholar tracks must be considered for promotion before the end of 9 years in rank, since that track stipulates a maximum of three 3-year terms at the Assistant rank. Assistant Professors in the other tracks may be considered for promotion at any time after their first reappointment (i.e., 3 years in rank), and there is no limit on the number of reappointments.

For all tracks, promotion to the rank of Professor is variable based on the accomplishments of a given faculty member, and no tracks have a maximum time in rank stipulation for Associate Professors.

Similarities and Distinctions Among Tenure, Research Scholar, and (Research) tracks

These three tracks have considerable overlap in their criteria for promotion and are distinguished on the expectations for teaching/mentoring/advising and departmental service. Each track requires the same standards for excellence in research. Faculty in the tenure track must also demonstrate excellence in teaching, as well as in advising and mentoring. Tenure track faculty, by virtue of their

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salary support from the School of Public Health, are expected to carry more significant and varied service obligations than faculty in the Research Scholar and (Research) tracks. Research Scholar track faculty are expected to have a consistent record of advising and mentoring, whereas those in the (Research) track do not have a formal requirement in this area. Faculty in the Research Scholar and (Research) tracks make service contributions to departments, centers, school, and/or university that are not expected to exceed 50 hours per year.

Promotion Process and Dossier Requirements

For faculty in non-tenure-track ranks, the procedures for appointment, reappointment, and promotion are provided here:

<https://www.brown.edu/academics/public-health/faculty/faculty-administration/forms-and-documents/non-tenure-faculty>

For faculty in the tenure track, procedures for reappointments, promotions, and tenure reviews are described in depth in Chapter 10 of the Handbook of Academic Administration:

<https://www.brown.edu/about/administration/dean-of-faculty/handbook-academic-administration/chapter-10-reappointments-promotions-and-tenure-reviews>

Letters of Recommendation

Promotion in all tracks requires letters of recommendation from referees external to Brown who are qualified to speak to the candidate's suitability for promotion. The specific requirements for these letter writers vary by track and rank and are detailed here:

https://www.brown.edu/academics/public-health/sites/brown.edu.academics.public-health/files/uploads/Vetting%20Letter%20Writers_npb.pdf

Promotion and Tenure Criteria for the Tenure Track

Associate Professor of Behavioral and Social Sciences, Tenure Track

Successful candidates for Associate Professor with tenure will have demonstrated excellence in both teaching and research, will have a strong national reputation, and will have actively served the Department and the University in its educational mission. Primary weight will be given to teaching and research criteria and secondary weight to service criteria. Excellence in research is defined as having an independent, productive research program, supported by external, peer-reviewed grants and having a reasonable assurance of continuity and productivity. A continuous record of highly regarded research publications is required. The individual must have a national reputation in their area of research. A continuous record of excellent teaching is required. Significant service contributions to the department, university, and profession are expected.

Professor of Behavioral and Social Sciences, Tenure Track

Successful candidates for Professor will have demonstrated excellence in both teaching and research, will have a strong international reputation, and will have actively served the Department and the University in its educational mission. Primary weight will be given to teaching and research criteria and secondary weight to service criteria. Excellence in research is defined as an independent, productive research program, supported by external, peer-reviewed grants and having a reasonable assurance of continuity and productivity. A continuous record of highly regarded research publications is required. The individual must have an international reputation in their area of research. A continuous record of excellent teaching is required. Service contributions to the department, university, and profession are expected and should reflect senior stature, e.g., membership/leadership on key department, school, or university committees, leadership in professional societies, etc.

Departmental Guidelines

Excellence in research is demonstrated primarily through publications in peer-reviewed journals and primary leadership (typically PI) status on major grants that are external to Brown. Although Independent Investigator awards (e.g., R01 or its equivalent) from NIH or NSF are often considered the "gold standard" for achievement in external funding, foundation, private sector, or other types of public health research and practice grants are also considered favorably if they are subject to a rigorous peer-review process. Grants that are not peer-reviewed are given positive consideration but weighted less heavily. Attainment of PI status on an R01 or equivalent should *not* be seen as a *necessary* requirement for promotion for multiple reasons. First, the department recognizes known racial bias toward Black principal investigators in funding R01 and other major NIH awards, which can inequitably impact the research programs and promotion of Black faculty. Second, funding lines differ across NIH institutes with R01 funding for health equity-focused research especially difficult to obtain. Finally, collaborative faculty can make substantial contributions to grants without serving as a PI, and positive consideration should be given to documented major roles on collaborative projects, such as being site PI on a multisite trial or providing unique expertise to a major grant. Given the importance of team science, grants obtained as a multiple principal investigator are weighed equally as those obtained as a sole PI. Mentored awards, including K awards and diversity supplements, are not independent research grants but are evidence of the ability to attract external funding.

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The primary measure of research accomplishments is peer-reviewed publications. Although quantity of peer-review publications is important, the quality and impact of the journals in which publications appear also will be evaluated, as will the demonstrated impact of these publications on research and public health policy and practice. Although there are substantial disciplinary differences in the level of collaborative vs. independent research, a reasonable number of a candidate's peer-review publications should be first authored—or senior authored in the case of candidates being considered for promotion to the Professor rank. Rate of publication should be relatively steady, although it is recognized that project timing and substantial administrative responsibilities may result in some years being more productive than others. It is recognized that the rate and quantity of publications and grants may differ for faculty with active community collaborations—domestically or internationally—and with substantial participatory research or public practice-related portfolios due to the time-intensive nature of building consensus and partnerships for such projects. Thus, there are no absolute benchmarks for publication productivity that are required for promotion. Publications of books, chapters, and reviews will be given positive consideration but are not equivalent to peer-review publications. Invited papers and presentations at national or international meetings are valued. Invited presentations, training events, or in-services at university, governmental organizations, or community-based organizations will be given positive consideration.

Teaching quality is an important criterion for promotion at Brown and is the cornerstone of the University's excellent national reputation. Excellence in teaching is expected for promotion, will be assessed by quantitative student evaluations associated with formal coursework; these quantitative values may be supplemented by qualitative student evaluations, evaluations from supervisors and peers, and formal evaluations conducted by professionals at the Sheridan Center. Classroom teaching is required for tenure track faculty. Faculty are expected to employ inclusive teaching and mentoring practices. Other eligible teaching activities include overseeing independent studies, mentoring, advising, psychology resident advising, public health internship advising and clinical teaching or supervision. Letters from students who have been mentored by the candidate through any of these various teaching activities may be solicited and included in the candidate's dossier. Teaching can also include documented training of community organizations/personnel in research skills (e.g., data collection procedures; qualitative research methods; CBPR principles) or in research-based approaches (e.g., evidence-based interventions or methods). A continuous record of high quality teaching/advising/mentoring is required. In the event that weaknesses are identified through student evaluations or observation, it is expected that corrective action will be taken through consultation at the Sheridan Center. Evidence of improvement will be an important aspect of the evaluation.

Successful candidates are expected to have served on Department and/or research center committees or to have made service contributions to the University, School of Public Health, Medical School, hospital, RI Department of Health, non-profit organizations, or other community-based agencies affiliated with the School's educational and public health mission. Faculty are expected to contribute to a departmental culture in which all members of the community are supported, included, and respected. Faculty are expected to participate in available trainings relevant to diversity and inclusion. Evidence of service to the candidate's field or to public health is expected and may include: participation in NIH study sections; national research advisory committees; membership on editorial boards of high quality journals; participation in professional societies; service to health-related community partner organizations; facilitation of public dissemination of important research;

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community service or public health programs; and health service delivery (e.g., HIV testing, vaccination drive) in partnership with research efforts.

Promotion Criteria for the Research Scholar Track

Associate Professor of Behavioral and Social Sciences, Research Scholar Track

Successful candidates for Associate Professor in the Research Scholar Track will have established an independent or collaborative, productive research program supported by external, peer-reviewed grants and having a reasonable assurance of continuity and productivity. A continuous record of highly regarded research publications since the previous appointment or promotion is required. The individual must have a national reputation in their area of research. A demonstrated record of excellence in teaching, advising and/or mentoring is expected. Service contributions to the University, its affiliates or the profession are expected and will be given positive consideration where a substantial role can be documented.

Professor of Behavioral and Social Sciences, Research Scholar Track

Successful candidates for Professor will have established an independent or collaborative productive research program supported primarily by sustained, significant, external, peer-reviewed grants. For faculty in disciplines where collaborative, team-based research is the standard, the contribution should be substantive and distinct. A continuous record of highly regarded research publications since the last appointment or promotion is required. The individual must have an international reputation in their area of research. A record of excellence in teaching, advising and/or mentoring is expected. Service contributions to the University, its affiliates or the profession will be given positive consideration where a substantial role can be documented.

Departmental Guidelines

Successful candidates for promotion will have demonstrated excellence in research and teaching, advising, and/or mentoring. Primary weight will be given to research and secondary weight to teaching, advising, and/or mentoring, as well as university, professional, and community service criteria.

Excellence in research is demonstrated primarily through publications in peer-reviewed journals and primary leadership (typically PI) status on major grants that are external to Brown. Although Independent Investigator awards (e.g., R01 or its equivalent) from NIH or NSF are often considered the "gold standard" for achievement in external funding, foundation, private sector, or other types of public health research and practice grants are also considered favorably if they are subject to a rigorous peer-review process. Grants that are not peer-reviewed are given positive consideration but weighted less heavily. Attainment of PI status on an R01 or equivalent should *not* be seen as a *necessary* requirement for promotion for multiple reasons. First, the department recognizes known racial bias toward Black principal investigators in funding R01 and other major NIH awards, which can inequitably impact the research programs and promotion of Black faculty. Second, funding lines differ across NIH institutes with R01 funding for health equity-focused research especially difficult to obtain. Finally, collaborative faculty can make substantial contributions to grants without serving as a PI, and positive consideration should be given to documented major roles on collaborative projects, such as being site PI on a multisite trial or providing unique expertise to a major grant. Given the importance of team science, grants obtained as a multiple principal investigator are weighed equally as those obtained as a sole PI. Mentored awards, including K awards and diversity supplements, are not independent research grants but are evidence of the ability to attract external funding.

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The primary measure of research accomplishments is peer-reviewed publications. Although quantity of peer-review publications is important, the quality and impact of the journals in which publications appear also will be evaluated, as will the demonstrated impact of these publications on research and public health policy and practice. Although there are substantial disciplinary differences in the level of collaborative vs. independent research, a reasonable number of a candidate's peer-review publications should be first authored—or senior authored in the case of candidates being considered for promotion to the Professor rank. Rate of publication should be relatively steady, although it is recognized that project timing and substantial administrative responsibilities may result in some years being more productive than others. The department recognizes that the rate and quantity of publications and grants may differ for faculty with active community collaborations—domestically or internationally—and with substantial participatory research or public practice-related portfolios due to the time-intensive nature of building consensus and partnerships for such projects. Thus, there are no absolute benchmarks for publication productivity that are required for promotion. Publications of books, chapters, and reviews will be given positive consideration but are not equivalent to peer-reviewed publications. Invited papers and presentations at national or international meetings are valued. Invited presentations, training events, or in-services at university, governmental organizations, or community-based organizations will be given positive consideration.

A continuous record of high quality teaching/supervision/advising/mentoring of undergraduates, graduate students, residents, and/or postdoctoral fellows is required. Faculty are expected to employ inclusive teaching and mentoring practices. Teaching formal courses is not required for this track. Evaluations of courses or individual seminars taught can be included in candidate's dossier as can descriptions of the achievements of the faculty member's mentees, including completion of Honors theses, master's theses, dissertations, mentees' peer-reviewed publications and receipt of grants, as well as obtaining faculty positions. Letters from students/trainees who have been mentored by the candidate through any of these various teaching activities may be solicited and included in the candidate's dossier. Teaching can also include documented training of community organizations/personnel in research skills (e.g., data collection procedures; qualitative research methods; CBPR principles) or in research-based approaches (e.g., evidence-based interventions or methods).

Successful candidates are expected to have served on Department and/or research center committees or to have made service contributions to the University, School of Public Health, Medical School, RI Department of Health, non-profit organizations, hospitals, health centers, or other community-based agencies affiliated with the School's educational and public health mission. Faculty are expected to contribute to a departmental culture in which all members of the community are supported, included, and respected. Faculty are expected to participate in available trainings relevant to diversity and inclusion. Evidence of service to the candidate's field or to public health is expected and may include: participation in NIH study sections; national research advisory committees; membership on editorial boards of high quality journals; participation in professional societies; service to health-related community partner organizations; facilitation of public dissemination of important research; community service or public health programs; and health service delivery (e.g., HIV testing, vaccination drive) in partnership with research efforts.

Promotion Criteria for the (Research) Track

Associate Professor of Behavioral and Social Sciences (Research)

Successful candidates for Associate Professor in the (Research) Track will have established an independent or collaborative, productive research program supported by external, peer-reviewed grants and having a reasonable assurance of continuity and productivity. The individual must have a national reputation in their area of research. Teaching, advising and/or mentoring is not required but will be given positive consideration. Service contributions to the University, its affiliates or the profession are expected and will be given positive consideration when a substantial role can be documented.

Professor of Behavioral and Social Sciences (Research)

Successful candidates for Professor will have established an independent or collaborative program of high-quality, productive research supported by sustained, significant, external, peer-reviewed grants and who has continued to demonstrate research productivity since the appointment or previous promotion. For faculty in disciplines where collaborative, team-based research is the standard, the contribution should be substantive and distinct. An international reputation for research in their area of expertise is required. Teaching, advising, and/or mentoring is not required but will be given positive consideration. Service contributions to the University, its affiliates and the profession are expected and will be given positive consideration where a substantial role can be documented.

Departmental Guidelines

Successful candidates for promotion will have demonstrated excellence in research. They will have actively served the Department, School, University, affiliated teaching hospitals, and/or governmental, non-profit, and community-based health-related agencies. Primary weight will be given to research and secondary weight to university, professional, and community service criteria. Documented involvement in teaching, advising, and mentoring *is not required* but will be given positive consideration.

Excellence in research is demonstrated primarily through publications in peer-reviewed journals and primary leadership (typically PI) status on major grants that are external to Brown. Although Independent Investigator awards (e.g., R01 or its equivalent) from NIH or NSF are often considered the "gold standard" for achievement in external funding, foundation, private sector, or other types of public health research and practice grants are also considered favorably if they are subject to a rigorous peer-review process. Grants that are not peer-reviewed are given positive consideration but weighted less heavily. Attainment of PI status on an R01 or equivalent should *not* be seen as a *necessary* requirement for promotion for multiple reasons. First, the department recognizes known racial bias toward Black principal investigators in funding R01 and other major NIH awards, which can inequitably impact the research programs and promotion of Black faculty. Second, funding lines differ across NIH institutes with R01 funding for health equity-focused research especially difficult to obtain. Finally, collaborative faculty can make substantial contributions to grants without serving as a PI, and positive consideration should be given to documented major roles on collaborative projects, such as being site PI on a multisite trial or providing unique expertise to a major grant. Given the importance of team science, grants obtained as a multiple principal investigator are weighed equally as those

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Involvement in teaching, advising, and/or mentoring of undergraduates, graduate students, residents, and/or postdoctoral fellows will be given positive consideration *but is not required*. Faculty are expected to employ inclusive teaching and mentoring practices. Evaluations of courses or individual seminars taught can be included in the candidate's dossier as can descriptions of the achievements of the faculty member's mentees including completion of Honors theses, master's theses, dissertations, and peer-reviewed publications and funding of external grants, as well as obtaining faculty positions. Teaching can also include documented training of community organizations/personnel in research skills (e.g., data collection procedures; qualitative research methods; CBPR principles) or in research-based approaches (e.g., evidence-based interventions or methods).

Successful candidates are expected to have served on Department and/or research center committees or to have made service contributions to the University, School of Public Health, Medical School, RI Department of Health, non-profit organizations, hospitals, health centers, or other community-based agencies affiliated with the School's educational and public health mission. Faculty are expected to contribute to a departmental culture in which all members of the community are supported, included, and respected. Faculty are expected to participate in available trainings relevant to diversity and inclusion. Evidence of service to the candidate's field or to public health is expected and may include: participation in NIH study sections; national research advisory committees; membership on editorial boards of high quality journals; participation in professional societies; service to health-related community partner organizations; facilitation of public dissemination of important research; community service or public health programs; and health service delivery (e.g., HIV testing, vaccination drive) in partnership with research efforts.

Promotion Criteria for the Teaching Scholar Track

Associate Professor of Behavioral and Social Sciences, Teaching Scholar Track

Successful candidates for Associate Professor in the Teaching Scholar Track will have a major educational role in a University-sponsored or affiliate program and exhibit excellence and innovation in teaching. A continuous record of scholarship in public health research or educational practice since the last appointment or promotion is expected. Service contributions to the University, its affiliates or the profession will be given positive consideration where a substantial role can be documented.

Professor of Behavioral and Social Sciences, Teaching Scholar Track

Successful candidates for Professor in the Teaching Scholar Track will have continued to lead educational programs. Excellence and innovation in teaching are expected. The individual must have a national reputation as an educator in his or her area of expertise. A continuous record of scholarship in public health research or educational practice since the last appointment or promotion is expected. Service contributions to the University, its affiliates or the profession will be given positive consideration where a substantial role can be documented.

Departmental Guidelines

Successful candidates for promotion in the Teaching Scholar Track will have a major teaching role in a Department program, which may include primary leadership of a required course or substantial elective course offered annually, or supervision of a Public Health internship or Medical School-sponsored residency or Fellowship program. In addition, mentoring, thesis advising, small group instruction, public health internship advising and/or clinical teaching or supervision is expected. Faculty are expected to employ inclusive teaching and mentoring practices. Primary weight will be given to excellence in teaching and will be assessed by quantitative and/or qualitative student evaluations as well as evaluations from supervisors and peers. Letters from students who have been mentored by the candidate through any of the above-mentioned teaching activities may be solicited and included in the dossier. Supervision of fellows, interns, and residents is also considered and letters from these individuals will be considered as well.

Successful candidates for promotion to Professor in the Teaching Scholar Track will have attained a national reputation as a teaching scholar in their discipline and evidence of leadership in teaching for the Department and/or Medical School or University is necessary (e.g., curricular development or committee membership).

A record of scholarly and/or research publication is required, and in addition to articles in peer-review and non-peer-review journals, may include textbooks, curriculum models, audio visual materials and book chapters. Teaching can also include documented training of community organizations/personnel in research skills (e.g., data collection procedures; qualitative research methods; CBPR principles) or in research-based approaches (e.g., evidence-based interventions or methods). Publication quality and impact on the candidate's field should be high.

Service contributions at the level of the University, the School of Public Health, Medical School, hospital, RI Department of Health or other agency affiliated with the University's educational mission will also be considered favorably. Faculty are expected to contribute to a departmental culture in

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which all members of the community are supported, included, and respected. Faculty are expected to participate in available trainings relevant to diversity and inclusion. Similarly, evidence of service to the candidate's field through participation in professional societies or similar professional activities will be positively considered.

Public Health Practice Faculty

Description

Faculty who hold Public Health Practice titles in the School of Public Health typically are professionals having applied experience with activities to improve the health of communities and defined populations. Professors of Practice may be employed in health-related agencies/organizations in the public or private sector, or in some circumstances may be employed by Brown. Their faculty role contributes specialized skills in areas such as public health policy development; development and analysis of database/registry/surveillance systems; outreach and advocacy for disadvantaged and at-risk populations; public health workforce development; health technology assessment; decision and economic modeling; public and private sector healthcare management; emergency disease control activities; and program planning, implementation, and evaluation. Public Health Practice faculty typically do not serve as dissertation committee chairs, but may supervise undergraduate and master's theses, and serve as dissertation committee members.

Consistent with adoption of the Practice track at the university level, Public Health Practice faculty will have the title: <<Asst/Assoc/Full>> Professor of the Practice in Behavioral and Social Sciences. Public Health Practice faculty have an annual review consistent with the annual reviews of other faculty tracks. The Public Health Practice track title can be preceded by the designation Adjunct or Visiting.

Responsibilities of Public Health Practice track faculty will normally include instruction and mentoring of students consistent with their experience base, liaison between University and non-university entities, service on university/School/departmental committees, and maintaining academic productivity in ways consistent with their discipline. Public Health Practice faculty are eligible to direct components of degree programs (e.g., coordinator of internships, director or reader of undergraduate and Master's theses). Faculty are expected to employ inclusive teaching and mentoring practices and to contribute to a departmental culture in which all members of the community are supported, included, and respected. Faculty are expected to participate in available trainings relevant to diversity and inclusion.

Leadership of externally funded research is not a uniform expectation of persons in this track, but can be a part of their role.

Ranks within the Track

Associate Professor of Public Health Practice

Appointment at, or promotion to this rank is for individuals who have served at least two terms at the Assistant Professor level (if internal) or, if a new appointment, have demonstrated a high level of skill as practitioners, teachers, or health professionals. The faculty member must have attained a recognized standing in their professional specialization.

Criteria for appointment or promotion to the Associate Professor rank include:

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- Documented teaching excellence (e.g., in formal courses, workshops, guest lectures, mentoring),
- Recognition as a professional role model.
- A position of leadership within the local public health community.
- Participation in local, regional or national professional societies.
- A record of publications and/or professionally-oriented products appropriate for the person's discipline/specialization.
- Relevant service to the Department, School, or University and to public-health related groups and organizations.

Professor of Public Health Practice:

Persons at this rank are senior professionals who have demonstrated competence in a position of substantial responsibility, and who are nationally recognized. Appointment at, or promotion to this rank requires documentation that the candidate is involved in scholarly activities. Appointment at this rank is for terms of up to 5 years, and can be renewed indefinitely. Initial appointment at, or promotion to, the Full Professor rank is reviewed by PHFA.

Criteria for appointment to the rank of Full Professor include:

- A position of substantial responsibility within the public health community.
- Documented teaching excellence (e.g., participation in formal courses, workshops, guest lectures, mentoring),
- Recognition as a professional role model.
- National-level recognition as a public health professional.
- Participation in regional or national professional societies.
- A record of scholarly activities, publications and professionally-oriented products appropriate for their discipline/specialization.
- Relevant services to public-health related groups and organizations.