COLLEGE OF PUBLIC HEALTH AND HEALTH PROFESSIONS
Guidelines for
Appointment and Promotion in Tenure-Ineligible Faculty Positions

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I. Overview

In the College of Public Health and Health Professions, candidates for faculty positions may be awarded tenure-ineligible positions in one of three series of academic ranks. For a faculty candidate with teaching as his or her primary assignment, an academic appointment may be awarded as a Lecturer, Senior Lecturer, or Master Lecturer, in accordance with the candidate’s qualifications and accomplishments. For a faculty candidate with clinical service or with teaching in a clinical environment as his or her primary assignment, an academic appointment may be awarded as a Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor, in accordance with the candidate’s qualifications and accomplishments. For a faculty candidate with research as his or her primary assignment, an academic appointment may be awarded as a Research Assistant Professor, a Research Associate Professor, or Research Professor. Candidates for appointments in tenure-ineligible faculty positions shall have received the academic degree appropriate to the assignment of duties; in special circumstances, equivalent experiences or accomplishments in the field may be substituted.

Appointment as a Senior Lecturer shall constitute a promotion from Lecturer and shall be based on additional experiences and/or accomplishments in the field and in assigned duties (as detailed in the following sections). Appointment as a Master Lecturer shall constitute a promotion from Senior Lecturer and shall be based on additional experiences and/or accomplishments in the field and in assigned duties (as detailed in the following sections). Faculty members with appointments as Senior Lecturer or Master Lecturer are eligible to vote on the applications for promotion of faculty members in the Lecturer ranks of more junior rank. However, faculty members with appointments as Lecturer, Senior Lecturer, or Master Lecturer are not eligible to vote on applications for tenure or for promotion of faculty members with appointments as Assistant Professor, Associate Professor, Professor, Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor, Research Assistant Professor, Research Associate Professor, or Research Professor.

Appointment as a Clinical Associate Professor shall constitute a promotion from Clinical Assistant Professor and shall be based on additional experiences and/or accomplishments in the field and in assigned duties (as detailed in the following sections). Appointment as a Clinical Professor shall constitute a promotion from Clinical Associate Professor and shall be based on additional experiences and/or accomplishments in the field and in assigned duties (as detailed in the following sections). Faculty members with appointments as Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor are not eligible to vote on applications for tenure. Faculty members with appointments as Clinical Associate Professor or Clinical Professor are eligible to vote on the applications for promotion of faculty members of more junior rank.

Appointment as a Research Associate Professor shall constitute a promotion from Research Assistant Professor and shall be based on additional experiences and/or accomplishments in the field and in assigned duties (as detailed in the following sections). Appointment as a Research Professor shall constitute a promotion from Research Associate Professor and shall be based on additional experiences and/or accomplishments in the field and in assigned duties (as detailed in the following sections). Faculty members with appointments as
a Research Assistant Professor, Research Associate Professor, or Research Professor are not eligible to vote on applications for tenure. Faculty members with appointments as Research Associate Professor or Research Professor are eligible to vote on the applications for promotion of faculty members of more junior rank.

II. Promotion to Rank of Senior Lecturer

A. General requirements:

1. Promotion to the rank of Senior Lecturer requires a record of satisfactory or better performance in teaching and service.

2. A candidate for the rank of Senior Lecturer must also demonstrate a record of distinction in his or her primary area of assigned responsibilities.

3. For promotion to Senior Lecturer, “distinction” means above or beyond the expected typical performance of a lecturer in the candidate’s field at institutions comparable to the University of Florida.

B. Teaching-Related Criteria for Promotion to Senior Lecturer

1. Teaching is considered to be an important function of faculty at the University of Florida. Consequently, all faculty members that have assigned teaching responsibilities are expected to demonstrate satisfactory performance in this important area. It is acknowledged that there is great variability in the degree and approach to teaching among the various departments within the College. For example, some departments may regularly teach broad survey courses involving large numbers of students, whereas others provide intensive, individual clinical instruction to a small number of students. Such variability should be considered in establishing expectations for performance, and differences in the manner in which teaching is conducted should be taken into account in evaluation of faculty performance.

2. Satisfactory performance in teaching shall be evidenced by a consistent pattern among various indicators such as:
   - Student evaluations showing satisfactory performance in classroom teaching
   - Trainee evaluations showing satisfactory performance in clinical teaching
   - Peer ratings showing satisfactory ratings of teaching content and classroom performance (based on direct observations)
   - Chair evaluations indicating satisfactory performance in teaching
   - Chair evaluations indicating appropriate service on master’s and doctoral supervisory committees (as chair and/or as a member).

3. Distinction in teaching shall be evidenced by a consistent pattern among various indicators such as:
   - Student evaluations showing above average or better performance in classroom teaching
- Trainee evaluations showing above average or better performance in clinical teaching
- Peer ratings showing above average or better ratings of teaching content and classroom performance (based on direct observations)
- Chair evaluations indicating above average or better performance in teaching
- Chair evaluations indicating above average or better service on master’s and doctoral supervisory committees (as chair and/or as a member)
- Achievement of a significant award for teaching
- Development of a new course or teaching program
- Alumni survey feedback showing above average or better impact on the career development of former students/trainees
- Other activities representing contributions to teaching that exceed expectations for a typical Lecturer, such as the development and implementation of continuing education courses, the creative use of technology in teaching, assuming a leadership role in curriculum redesign or development, etc.

C. Service-Related Criteria for Promotion to Senior Lecturer:

1. It is expected that all faculty members in the College of Public Health and Health Professions demonstrate good citizenship in their departments and in the college by serving on departmental, college, and/or university committees consistent with their rank and experience. This would be considered satisfactory performance in this category.
   (Note: Because committees vary in the amount of work required of their members, it is expected that the Chair’s letter will provide substantive information about the candidate’s time and effort contributed to committee work).

2. Distinction in service to the university is indicated by service that is beyond that expected in the typical duties of a lecturer and may include one or more of the following:
   - Chairing a college and/or university committee
   - Serving as an undergraduate or graduate coordinator
   - Serving as interim departmental chair (for a substantial period of time)
   - Serving in an administrative role in the department or college

3. Distinction in service to the profession is indicated by service that is beyond that expected in the typical duties of a Lecturer and may include one or more of the following:
   - Serving as a committee member in a state, regional, national or international organization
   - Serving as an officer or board member in a state, regional, national, or international organization
   - Serving on an accreditation committee of a recognized accrediting body
   - Providing significant, professionally-related service to the community

4. Distinction in clinical service typically includes the development of innovative clinical programs that demonstrate promise in meeting the teaching and research needs of the university or represent a significant expansion of a current clinical program.

5. Achievement of a state, regional, national, or international award for clinical or professional service may be indicator of distinction in service.
III. Promotion to Rank of Master Lecturer

A. General Requirements:

1. Promotion to the rank of Master Lecturer requires a record of satisfactory or better performance in teaching and service.

2. A candidate for the rank of Master Lecturer must also demonstrate a record of distinction in his or her primary area of assignment (i.e., teaching) and in one additional area of professional activities (i.e., service or research).

B. Teaching-Related Criteria for Promotion to Master Lecturer:

1. Teaching is considered to be an important function of faculty at the University of Florida. Consequently, all faculty members that have assigned teaching responsibilities are expected to demonstrate satisfactory performance in this area. It is acknowledged that there is great variability in the degree and approach to teaching among the various departments within the college. For example, some departments may regularly teach broad survey courses involving large numbers of students, while others provide individual intensive clinical instruction to a small number of students. Such variability should be considered in establishing expectations for performance, and differences in the manner in which teaching is conducted should be taken into account in evaluation of faculty performance. It is expected that most faculty members who are seeking promotion to Master Lecturer will have acquired significant experience and expertise in teaching, and their performance in this area should be consistent with their accumulated experience and rank.

2. Satisfactory performance in teaching shall be evidenced by a consistent pattern among various indicators such as:
   - Student evaluations showing satisfactory performance in classroom teaching
   - Trainee evaluations showing satisfactory performance in clinical teaching
   - Peer ratings showing satisfactory ratings of teaching content and classroom performance based on direct observations
   - Chair evaluations indicating satisfactory performance in teaching
   - Chair evaluations indicating appropriate service on doctoral supervisory committees (as chair and/or as a member)

3. Distinction in teaching shall be evidenced by a consistent pattern among various indicators such as:
   - Student evaluations showing above average or better performance in classroom teaching
   - Trainee evaluations showing above average or better performance in clinical teaching
   - Peer ratings showing above average or better ratings of teaching content and classroom performance based on direct observations
• Chair evaluations indicating above average or better performance in teaching
• Chair evaluations indicating above average or better service on doctoral supervisory committees (as chair and/or member)
• Achievement of a significant award for teaching
• Development of a new course or teaching program
• Alumni survey feedback showing above average or better impact on the career development of former students/trainees
• Other activities representing contributions to teaching that exceed expectations, such as the development and implementation of continuing education courses, the creative use of technology in teaching, taking a leadership roles in curriculum redesign or development, etc.

C. Service-Related Criteria for Promotion to Master Lecturer

1. It is expected that all faculty in the College of Public Health and Health Professions demonstrate good citizenship in their department and in the college by serving on departmental, college, and university committees consistent with their rank and experience. This would be considered satisfactory performance in this category. (Note. Because committees vary in the amount of work required of their members, it is expected that the Chair’s letter will provide substantive information about the candidate’s time and effort contributed to committee work).

2. Distinction in service to the university should be indicated by service that is beyond that expected in the typical duties of a Senior Lecturer and may include one or more of the following:
   • Chairing a college and/or university committee
   • Serving as an undergraduate or graduate coordinator
   • Serving as interim departmental chair (for a substantial period of time)
   • Serving in an other administrative role in the department or college beyond the typical duties of a Senior Lecturer

3. Distinction in service to the profession should be indicated by service that is beyond that expected in the typical duties of a Senior Lecturer and may include one or more of the following:
   • Serving a committee member in a national or international organization
   • Serving as an officer or board member in a state, regional, national, or international organization
   • Serving on an accreditation committee of recognized accreditation body
   • Providing significant, professionally-related service to the community

4. Distinction in clinical service typically includes the development of innovative clinical programs that demonstrate promise in meeting the teaching and research needs of the university or represent a significant expansion of a current clinical program.
5. Achievement of a state, regional, national, or international award for clinical or professional service may be an indicator of distinction in service.

D. Research-Related Criteria for Promotion to Master Lecturer:

1. Distinction in research ordinarily entails (a) the development of a line of research and (b) documented progress toward the establishment of a national reputation based on research contributions in one’s field.

2. The primary indicator of progress toward establishment of a national reputation shall be the publication of research findings in peer-reviewed journals of high quality (as indicated by, but not limited to, the judgments of experts in the field, the journals’ rates of rejection, and empirically-based journal impact ratings).

3. The quality of research shall be judged as more important than quantity in evaluating the candidate’s research contributions.

4. Success in attracting external support for research, as evidenced by serving as a principal investigator, or a major contributor, to peer-reviewed, competitive grants or contracts, represents a significant indication of progress toward establishing a national research reputation.

5. Other indicators of progress toward establishment of a national research reputation include:
   - Publication of an authored or edited book by a reputable publisher
   - Publication of original monographs or chapters in books
   - Research presentations at international or national conferences
   - Service on the editorial board of scientific or professional journals
   - Service on study sections or review panels of grant agencies

IV. Promotion to Rank of Clinical Associate Professor

A. General requirements:

1. Promotion to the rank of Clinical Associate Professor requires a record of satisfactory or better performance in teaching and service.

2. A candidate for the rank of Clinical Associate Professor must also demonstrate a record of distinction in his or her primary area of assigned responsibilities (i.e., either teaching or service).

3. For promotion to Clinical Associate Professor, “distinction” means above or beyond the expected typical performance of a Clinical Assistant Professor in the candidate’s field at institutions comparable to the University of Florida.
B. Teaching-Related Criteria for Promotion to Clinical Associate Professor

1. Teaching is considered to be an important function of faculty at the University of Florida. Consequently, all faculty members that have assigned teaching responsibilities are expected to demonstrate satisfactory performance in this area. It is acknowledged that there is great variability in the degree and approach to teaching among the various departments within the College. For example, some departments may regularly teach broad survey courses involving large numbers of students, whereas others provide intensive, individual clinical instruction to a small number of students. Such variability should be considered in establishing expectations for performance, and differences in the manner in which teaching is conducted should be taken into account in evaluation of faculty performance.

2. Satisfactory performance in teaching shall be evidenced by a consistent pattern among various indicators such as:
   - Student evaluations showing satisfactory performance in classroom teaching
   - Trainee evaluations showing satisfactory performance in clinical teaching
   - Peer ratings showing satisfactory ratings of teaching content and classroom performance (based on direct observations)
   - Chair evaluations indicating satisfactory performance in teaching
   - Chair evaluations indicating appropriate service on master’s and doctoral supervisory committees (as chair and/or as a member).

3. Distinction in teaching shall be evidenced by a consistent pattern among various indicators such as:
   - Student evaluations showing above average or better performance in classroom teaching
   - Trainee evaluations showing above average or better performance in clinical teaching
   - Peer ratings showing above average or better ratings of teaching content and classroom performance (based on direct observations)
   - Chair evaluations indicating above average or better performance in teaching
   - Chair evaluations indicating above average or better service on master’s and doctoral supervisory committees (as chair and/or as a member)
   - Achievement of a significant award for teaching
   - Development of a new course or teaching program
   - Alumni survey feedback showing above average or better impact on the career development of former students/trainees
   - Other activities representing contributions to teaching that exceed typical expectations for a Clinical Assistant Professor, such as the development and implementation of continuing education courses, the creative use of technology in teaching, assuming a leadership role in curriculum redesign or development, etc.

C. Service-Related Criteria for Promotion to Clinical Associate Professor:

1. It is expected that all faculty members in the College of Public Health and Health Professions demonstrate good citizenship in their departments and in the college by
serving on departmental, college, and/or university committees consistent with their rank and experience. This would be considered satisfactory performance in this category. (Note. Because committees vary in the amount of work required of their members, it is expected that the Chair’s letter will provide substantive information about the candidate’s time and effort contributed to committee work).

2. Distinction in service to the university is indicated by service that is beyond that expected in the typical duties of a Clinical Assistant Professor and may include one or more of the following:
   - Chairing a college and/or university committee
   - Serving as an undergraduate or graduate coordinator
   - Serving as interim departmental chair (for a substantial period of time)
   - Serving in an administrative role in the department or college

3. Distinction in service to the profession is indicated by service that is beyond that expected in the typical duties of a Clinical Assistant Professor and may include one or more of the following:
   - Serving as a committee member in a state, regional, national or international organization
   - Serving as an officer or board member in a state, regional, national, or international organization
   - Serving on an accreditation committee of a recognized accrediting body
   - Providing significant, professionally-related service to the community

4. Distinction in clinical service typically includes the development of innovative clinical programs that demonstrate promise in meeting the teaching and research needs of the university or represent a significant expansion of a current clinical program.

5. Achievement of a state, regional, national, or international award for clinical or professional service may be an indicator of distinction in service.

V. Promotion to Rank of Clinical Professor

A. General Requirements:

1. Promotion to the rank of Clinical Professor requires a record of satisfactory or better performance in teaching and service.

2. A candidate for the rank of Clinical Professor must also demonstrate a record of distinction in his or her primary area of assignment (i.e., teaching or service) and in one additional area of professional activities (i.e., teaching, service, or research).

B. Teaching-Related Criteria for Promotion to Clinical Professor

1. Teaching is considered to be an important function of faculty at the University of Florida. Consequently, all faculty members that have assigned teaching responsibilities are expected to demonstrate satisfactory performance in this area. It is acknowledged that
there is great variability in the degree and approach to teaching among the various departments within the college. For example, some departments may regularly teach broad survey courses involving large numbers of students, while others provide individual intensive clinical instruction to a small number of students. Such variability should be considered in establishing expectations for performance, and differences in the manner in which teaching is conducted should be taken into account in evaluation of faculty performance. It is expected that most faculty members who are seeking promotion to Clinical Professor will have acquired significant experience and expertise in teaching, and their performance in this area should be consistent with their accumulated experience and rank.

2. Satisfactory performance in teaching shall be evidenced by a consistent pattern among various indicators such as:
   - Student evaluations showing satisfactory performance in classroom teaching
   - Trainee evaluations showing satisfactory performance in clinical teaching
   - Peer ratings showing satisfactory ratings of teaching content and classroom performance based on direct observations
   - Chair evaluations indicating satisfactory performance in teaching
   - Chair evaluations indicating appropriate service on doctoral supervisory committees (as chair and/or as a member)

3. Distinction in teaching shall be evidenced by a consistent pattern among various indicators such as:
   - Student evaluations showing above average or better performance in classroom teaching
   - Trainee evaluations showing above average or better performance in clinical teaching
   - Peer ratings showing above average or better ratings of teaching content and classroom performance based on direct observations
   - Chair evaluations indicating above average or better performance in teaching
   - Chair evaluations indicating above average or better service on doctoral supervisory committees (as chair and/or member)
   - Achievement of a significant award for teaching
   - Development of a new course or teaching program
   - Alumni survey feedback showing above average or better impact on the career development of former students/trainees
   - Other activities representing contributions to teaching that exceed expectations, such as the development and implementation of continuing education courses, the creative use of technology in teaching, taking a leadership roles in curriculum redesign or development, etc.

C. Service-Related Criteria for Promotion to Clinical Professor

1. It is expected that all faculty in the College of Public Health and Health Professions demonstrate good citizenship in their department and in the college by serving on departmental, college, and university committees consistent with their rank and experience. This would be considered satisfactory performance in this category. (Note,
Because committees vary in the amount of work required of their members, it is expected that the Chair’s letter will provide substantive information about the candidate’s time and effort contributed to committee work).

2. Distinction in service to the university should be indicated by service that is beyond that expected in the typical duties of a Clinical Associate Professor and may include one or more of the following:
   - Chairing a college and/or university committee
   - Serving as an undergraduate or graduate coordinator
   - Serving as interim departmental chair (for a substantial period of time)
   - Serving in an other administrative role in the department or college beyond the typical duties of a Clinical Associate Professor

6. Distinction in service to the profession should be indicated by service that is beyond that expected in the typical duties of a Clinical Associate Professor and may include one or more of the following:
   - Serving a committee member in a national or international organization
   - Serving as an officer or board member in a state, regional, national, or international organization
   - Serving on an accreditation committee of recognized accreditation body
   - Providing significant, professionally-related service to the community

7. Distinction in clinical service typically includes the development of innovative clinical programs that demonstrate promise in meeting the teaching and research needs of the university or represent a significant expansion of a current clinical program.

8. Achievement of a state, regional, national, or international award for clinical or professional service may be an indicator of distinction in service.

D. Research-Related Criteria for Promotion to Clinical Professor:

1. Distinction in research ordinarily entails (a) the development of a line of research and (b) documented progress toward the establishment of a national reputation based on research contributions in one’s field.

2. The primary indicator of progress toward establishment of a national reputation shall be the publication of research findings in peer-reviewed journals of high quality (as indicated by, but not limited to, the judgments of experts in the field, the journals’ rates of rejection, and empirically-based journal impact ratings).

3. The quality of research shall be judged as more important than quantity in evaluating the candidate’s research contributions.

4. Success in attracting external support for research, as evidenced by serving as a principal investigator, or a major contributor, to peer-reviewed, competitive grants or contracts,
represents a significant indication of progress toward establishing a national research reputation.

5. Other indicators of progress toward establishment of a national research reputation include:
   - Publication of an authored or edited book by a reputable publisher
   - Publication of original monographs or chapters in books
   - Research presentations at international or national conferences
   - Service on the editorial board of scientific or professional journals
   - Service on study sections or review panels of grant agencies

VI. Promotion to Rank of Research Associate Professor

A. General requirements:

1. A candidate for the rank of Research Associate Professor must demonstrate a record of distinction in research.

2. For promotion to Research Associate Professor, “distinction” means above or beyond the expected typical performance of a Research Assistant Professor in the candidate’s field at institutions comparable to the University of Florida.

3. Promotion to the rank of Research Associate Professor also requires a record of satisfactory or better performance in service and in teaching (if an assigned area of responsibility).

B. Research-Related Criteria for Promotion to Research Associate Professor:

1. The first judgment of distinction in research shall be based largely on the written opinions of external reviewers who are recognized as outstanding researchers in the candidate’s area of specialization. (Note. The external reviewers will be asked to submit copies of their curriculum vitae, which will be forwarded to the College’s Tenure and Promotion Committee along with the candidate’s packet.)

2. Distinction in research ordinarily entails (a) the development of a line of research and (b) documented progress toward the establishment of a national reputation based on research contributions in one’s field.

3. The primary indicator of progress toward establishment of a national reputation shall be the publication of research findings in peer-reviewed journals of high quality (as indicated by, but not limited to, the judgments of experts in the field, the journals’ rates of rejection, and empirically-based journal impact ratings).

4. The quality of research shall be judged as more important than quantity in evaluating the candidate’s research contributions.
5. Success in attracting external support for research, as evidenced by serving as an investigator or a significant contributor to peer-reviewed, competitive grants or contracts, represents a significant indication of progress toward establishing a national research reputation.

6. Other indicators of progress toward establishment of a national research reputation include:
   - Publication of an authored or edited book by a reputable publisher
   - Publication of original monographs or chapters in books
   - Research presentations at international or national conferences
   - Service on the editorial board of scientific or professional journals
   - Service on study sections or review panels of grant agencies

C. **Service-Related Criteria for Promotion to Research Associate Professor:**

1. It is expected that all faculty members in the College of Public Health and Health Professions demonstrate good citizenship in their departments and in the college by serving on departmental, college, and/or university committees consistent with their rank and experience. This would be considered satisfactory performance in this category. *(Note. Because committees vary in the amount of work required of their members, it is expected that the Chair’s letter will provide substantive information about the candidate’s time and effort contributed to committee work).*

2. Distinction in service to the university is indicated by service that is beyond that expected in the typical duties of a Research Assistant Professor and may include one or more of the following:
   - Chairing a college and/or university committee
   - Serving as an undergraduate or graduate coordinator
   - Serving as interim departmental chair (for a substantial period of time)
   - Serving in an administrative role in the department or college

3. Distinction in service to the profession is indicated by service that is beyond that expected in the typical duties of an Research Assistant Professor and may include one or more of the following:
   - Serving as a committee member in a state, regional, national or international organization
   - Serving as an officer or board member in a state, regional, national, or international organization
   - Serving on an accreditation committee of a recognized accrediting body
   - Providing significant, professionally-related service to the community

4. Distinction in clinical service typically includes the development of innovative clinical programs that demonstrate promise in meeting the teaching and research needs of the university or represent a significant expansion of a current clinical program.

5. Achievement of a state, regional, national, or international award for clinical or professional service may be indicator of distinction in service.
D. Teaching-Related Criteria for Promotion to Research Associate Professor

1. If teaching is an assigned area of responsibility, satisfactory performance shall be evidenced by a consistent pattern among various indicators such as:
   - Student evaluations showing satisfactory performance in classroom teaching
   - Trainee evaluations showing satisfactory performance in clinical teaching
   - Peer ratings showing satisfactory ratings of teaching content and classroom performance based on direct observations
   - Chair evaluations indicating satisfactory performance in teaching
   - Chair evaluations indicating appropriate service on doctoral supervisory committees (as chair and/or as a member)

2. Distinction in teaching shall be evidenced by a consistent pattern among various indicators such as:
   - Student evaluations showing above average or better performance in classroom teaching
   - Trainee evaluations showing above average or better performance in clinical teaching
   - Peer ratings showing above average or better ratings of teaching content and classroom performance based on direct observations
   - Chair evaluations indicating above average or better performance in teaching
   - Chair evaluations indicating above average or better service on doctoral supervisory committees (as chair and/or member)
   - Achievement of a significant award for teaching
   - Development of a new course or teaching program
   - Alumni survey feedback showing above average or better impact on the career development of former students/trainees
   - other activities representing contributions to teaching that exceed expectations, such as the development and implementation of continuing education courses, the creative use of technology in teaching, taking a leadership roles in curriculum redesign or development, etc.

VII. Promotion to Rank of Research Professor

A. General Requirements:

1. Promotion to the rank of Research Professor requires a record of satisfactory or better performance in all three categories of assigned professorial activities.

2. A candidate for the rank of Research Professor must also demonstrate a record of distinction in research and a record of distinction in either teaching or service.
B. Research-Related Criteria for Promotion to Research Professor:

1. The first judgment of distinction in research shall be based largely on the written opinions of external reviewers who are recognized as outstanding researchers in the candidate’s area of specialization. (Note. The external reviewers will be asked to submit copies of their curriculum vitae, which will be forwarded to the College’s Tenure and Promotion Committee along with the candidate’s packet.)

2. Distinction in research ordinarily entails (a) the development of a line of research and (b) the establishment of a national reputation based on research contributions in one’s field.

3. The primary indicator of establishment of a national reputation shall be the publication of research findings in peer-reviewed journals of high quality (as indicated by, but not limited to, the judgments of experts in the field, the journals’ rates of rejection, and empirically-based journal impact ratings).

4. The quality of research shall be judged as more important than quantity in evaluating the candidate’s research contributions.

5. Success in attracting external support for research, as evidenced by serving as a principal investigator or co-principal investigator of peer-reviewed, competitive grants or contracts, represents a significant indication of establishing a national research reputation.

6. Other indicators of progress toward establishment of a national research reputation include:
   - Publication of an authored or edited book by a reputable publisher
   - Publication of original monographs or chapters in books
   - Research presentations at international or national conferences
   - Service on the editorial board of scientific or professional journals
   - Service on study sections or review panels of grant agencies

C. Service-Related Criteria for Promotion to Research Professor

1. It is expected that all faculty in the College of Public Health and Health Professions demonstrate good citizenship in their department and in the college by serving on departmental, college, and university committees consistent with their rank and experience. This would be considered satisfactory performance in this category. (Note. Because committees vary in the amount of work required of their members, it is expected that the Chair’s letter will provide substantive information about the candidate’s time and effort contributed to committee work).

2. Distinction in service to the university should be indicated by service that is beyond that expected in the typical duties of a Research Associate Professor and may include one or more of the following:
   - Chairing a college and/or university committee
   - Serving as an undergraduate or graduate coordinator
• Serving as interim departmental chair (for a substantial period of time)
• Serving in an other administrative role in the department or college beyond the typical duties of a Research Associate Professor

3. Distinction in service to the profession should be indicated by service that is beyond that expected in the typical duties of a Research Associate Professor and may include one or more of the following:
• Serving a committee member in a national or international organization
• Serving as an officer or board member in a state, regional, national, or international organization
• Serving on an accreditation committee of recognized accreditation body
• Providing significant, professionally-related service to the community

4. Distinction in clinical service typically includes the development of innovative clinical programs that demonstrate promise in meeting the teaching and research needs of the university or represent a significant expansion of a current clinical program.

5. Achievement of a state, regional, national, or international award for clinical or professional service may be an indicator of distinction in service.

D. Teaching-Related Criteria for Promotion to Research Professor

1. If teaching is an assigned area of responsibility, satisfactory performance shall be evidenced by a consistent pattern among various indicators such as:
• Student evaluations showing satisfactory performance in classroom teaching
• Trainee evaluations showing satisfactory performance in clinical teaching
• Peer ratings showing satisfactory ratings of teaching content and classroom performance based on direct observations
• Chair evaluations indicating satisfactory performance in teaching
• Chair evaluations indicating appropriate service on doctoral supervisory committees (as chair and/or as a member)

2. Distinction in teaching shall be evidenced by a consistent pattern among various indicators such as:
• Student evaluations showing above average or better performance in classroom teaching
• Trainee evaluations showing above average or better performance in clinical teaching
• Peer ratings showing above average or better ratings of teaching content and classroom performance based on direct observations
• Chair evaluations indicating above average or better performance in teaching
• Chair evaluations indicating above average or better service on doctoral supervisory committees (as chair and/or member)
• Achievement of a significant award for teaching
• Development of a new course or teaching program
• Alumni survey feedback showing above average or better impact on the career development of former students/trainees
- Other activities representing contributions to teaching that exceed expectations, such as the development and implementation of continuing education courses, the creative use of technology in teaching, taking a leadership role in curriculum redesign or development, etc.