

Department of Public Health  
Departmental Bylaws  
Revised October, 2024

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## Introduction

As a department of public health, we are collectively committed to policies and a culture that create conditions for a healthy, thriving academic workforce. We value and strive for a culture of collaboration, cooperation, trust, and transparency. We focus on quality contributions rather than quantity. We hold ourselves and each other accountable to serving students, advancing public health, and collegiality.

Aligned with our discipline's values, the Department of Public Health bylaws are meant to create conditions that foster a healthy, thriving workplace that welcomes and supports all employees, students, and collaborators to contribute their optimal, highest quality selves, to collectively advance the vision, mission, and values of the department, college, and university.

The values ascribed to by the Department of Public Health in its educational mission are also those values that provide the foundation for the Principles for the Ethical Practice of Public Health\*:

- Public health should address principally the fundamental causes of disease and requirements for health, aiming to prevent adverse health outcomes.
- Public health should achieve community health in a way that respects the rights of individuals in the community.
- Public health policies, programs, and priorities should be developed and evaluated through processes that ensure an opportunity for input from community members.
- Public health should advocate and work for the empowerment of disenfranchised community members, aiming to ensure that the basic resources and conditions necessary for health are accessible to all.
- Public health should seek the information needed to implement effective policies and programs that protect and promote health.
- Public health institutions should provide communities with the information they have that is needed for decisions on policies or programs and should obtain the community's consent for their implementation.
- Public health institutions should act in a timely manner on the information they have within the resources and the mandate given to them by the public.
- Public health programs and policies should incorporate a variety of approaches that anticipate and respect diverse values, beliefs, and cultures in the community.
- Public health programs and policies should be implemented in a manner that most enhances the physical and social environment.
- Public health institutions should protect the confidentiality of information that can bring harm to an individual or community if made public. Exceptions must be justified on the basis of the high likelihood of significant harm to the individual or others.
- Public health institutions should ensure the professional competence of their employees.

- Public health institutions and their employees should engage in collaborations and affiliations in ways that build the public's trust and the institution's effectiveness.  
\* [https://www.apha.org/-/media/files/pdf/membergroups/ethics/code\\_of\\_ethics.ashx](https://www.apha.org/-/media/files/pdf/membergroups/ethics/code_of_ethics.ashx)

### Department Vision

The Department of Public Health will be nationally recognized for academic excellence, faculty expertise and talents, and its dedication to preparing students for practice and academic careers in public health. Our alumni and students will improve the health of communities through outreach, engagement, and research, reducing health disparities and positively influencing health policy and resource development.

### Department Mission

The Department of Public Health prepares and mentors students for exceptional careers in academia, public health research, administration, and practice to promote optimal health of people and communities.

As a department of public health at a land-grant university, the following guiding principles support our mission:

- We are committed to providing an academically challenging, state-of-the-art education that bridges and integrates community health with epidemiology, health behavior and health education, health planning and administration, public health nutrition, health of animal and human populations, food safety, and environmental sciences.
- We seek to understand the common interests of societies and to promote social justice through focused efforts on health equity.
- We engage in outreach, service, and research that benefits the communities we serve.
- We respect and actively promote access and engagement of all communities.
- We foster interdisciplinary collaboration across departments of the university and with other health-promoting institutions worldwide.

# 1.0 Governance and Organization

## 1.1 Department Name

The Department of Public Health (hereafter referred to as the department) was formed and first accredited in 1969.

## 1.2 Department Programs

Programs within the department are defined as academic majors, concentrations within majors (where applicable), minors, and certificates as listed in the Undergraduate and Graduate Catalogs. The department offers an undergraduate major and a minor. The MPH degree offers concentrations in Community Health Education, Epidemiology, Health Policy and Management, Veterinary Public Health, and Nutrition. The MPH Distance Education Program includes concentrations in Community Health Education, Epidemiology, Health Policy and Management, and Veterinary Public Health. The department also has a dual MPH degrees with the Doctor of Veterinary Medicine, and a PhD in Public Health Sciences

## 1.3 Powers and Duties of the Department

1.3.1 The department shall have those powers and duties which have been, and which may be, delegated to it by the Trustees of the University, the President of the University of Tennessee System, the Chancellor, the Provost, the Dean of the College of Education, Health, and Human Sciences, and the faculty of the department.

1.3.2 The department is authorized, subject to the approval of the dean, to formulate policies and regulations regarding the general educational objectives of the department, including those policies and regulations related to the overall general requirements for admission, completion of program requirements, and graduation for the degree programs of the college and the university.

1.3.3 The department is authorized in consultation with academic officials to consider, advise, and recommend to the department head, dean, or (if appropriate through the dean) to the chancellor, policies and procedures in other matters which concern the general welfare of the faculty of the department, such as, but not exclusively limited to criteria for faculty appointment, dismissal, promotion, tenure, budget, and other university matters relevant to meeting the mission and goals of the department, the college, and the university.

1.3.4 The department, through its administrative structure, communicates priorities for college and university budgets, development/fund-raising plans, and changes in physical facilities that will enhance and maintain academic programs as well as resource allocations within the department, the college, and the university. The department may consider, advise, and make recommendations regarding student rights and responsibilities.

1.3.5 Actions by the department head will be communicated to department faculty by written or oral reports and through faculty who serve in elected and appointed capacities on department committees, advisory boards, or ad hoc entities that serve a specific purpose and are appointed for a stated time.

#### 1.4 Departmental Administration

The administrator of the department is the department head.

##### 1.4.1 Department Head Responsibilities

As stated in the *Faculty Handbook* (§ 1.5.2), the department head's responsibilities include the following:

- providing leadership for departmental academic programs in relation to the comprehensive academic program of the university through
  - a) recruiting faculty and staff;
  - b) working with faculty to plan, execute, and review curriculum;
  - c) encouraging and supporting faculty teaching, research, engaged scholarship, and service activities for the institution and other communities;
  - d) counseling and advising students majoring in the discipline;
  - e) representing the department to the public, other faculty and administration, colleagues at other universities and institutions, and the constituency supporting the university.
- providing leadership for the infrastructure necessary for support of the academic programs through
  - a) employment and supervision of clerical and supporting personnel;
  - b) management of departmental physical facilities and planning for space and equipment needs;
  - c) resource enhancement;
  - d) preparation, presentation, and management of the departmental budget;
  - e) authorization of all expenditures from the department budget.
- planning annual performance and review for faculty and staff.

Decisions related to the above responsibilities shall be reported to the faculty and staff at the departmental faculty meetings.

1.4.2 The department head will appoint an Associate Department Head to aid in the abovementioned duties and to act in the stead of the department head as requested or when the department head is unavailable. The associate department head will serve as a member of the departmental leadership team.

1.4.3 The department head will appoint a Director of Doctoral Studies, a Director of MPH Studies, a Director of MPH Studies for Distance Education Program, and a Director of Undergraduate Studies. The duties and responsibilities of these positions will be in accordance with the university guidelines and may be revised or amended to meet the needs of the department. Each position will chair or co-chair their respective department program committees and serve as part of the departmental leadership team.

1.4.4 The department head may expand the leadership team as needed and as recommended by the faculty and staff. The leadership team shall advise the department head on matters involving major decisions of academic programs, budgetary, personnel, or physical facility allocations.

1.4.5 In the event the department head should temporarily be unable to meet these designated responsibilities for more than one month, the department head shall request associate department head or appoint a faculty member for a specified period of time and whose identity shall be made known to the faculty and staff via memo.

1.4.6 Annual Evaluation. The department head shall be subject to regular review, as described in the *Faculty Handbook* (§ 1.5.5) and college bylaws (§ 3.1.3.4). Departmental faculty members and staff shall review the department head annually through evaluation of performance of assigned duties. The online review is initiated by and returned directly to the dean of the college. As described in college bylaws (§ 3.1.3.4), the dean shall share a summary of the results with the department head and make the results available to departmental faculty and staff.

## 1.5 Staff

Staff are people who perform important roles to support the work of the department, as referred to in the *Faculty Handbook* and defined in Personnel Policy HR0105, Employment Status. Staff contribute to the writing and amendment of the departmental bylaws, therefore they have the right to review and approve relevant sections pertaining to staff members.

### 1.5.1 Staff Classifications

Professional Staff are exempt staff not primarily engaged in academic instruction, research, or service in the department but who hold a position that requires recognized professional achievement acquired either by formal training or equivalent experience; they meet the Fair Labor Standards Act (FLSA) salary test. Exempt from this requirement are faculty members and practitioners of law or medicine.

Executive and Administrative Staff are exempt staff not primarily engaged in academic instruction, research, or service in the department but who hold a position of executive, administrative, or managerial responsibility and meet the FLSA salary test.

Hourly Input Staff are non-exempt staff neither primarily engaged in academic instruction, research, or service, nor charged with administrative or managerial responsibility. They are paid on the biweekly payroll in the department.

Hourly No Input Staff are non-exempt staff neither primarily engaged in academic instruction, research, or service, nor charged with administrative or managerial responsibility in the department. They are paid on the monthly payroll in the department.

#### 1.5.2 Performance Review for Staff

Staff will be evaluated annually during the spring semester by the department head based on their position description, following the guideline in HR0129 – Performance Reviews for Regular Staff Employees.

#### 1.6 Students

The student constituency of the department shall include all students currently enrolled in an academic program (campus-based or online) administered by the department. These students are eligible to serve as student representatives to most departmental, college and university committees.

Students enrolled in the Graduate School as non-degree students shall be considered graduate students; however, they are not eligible to serve as representatives to the various committees as referred to above.

The Public Health Student Association (PHSA) will be the primary student organization for students. A departmental regular full time faculty member (as defined in ¶ 2.1) will be appointed by the department head as faculty advisor to the PHSA.



## 2.0 Faculty Rights and Responsibilities

### 2.1 Faculty Classifications

The tenured and tenure-track full-time faculty of the department shall consist of people in the department who hold the rank of assistant professor, associate professor, or professor. Tenured and tenure-track faculty participate in the governance of the department, are eligible for tenure and/or promotion, and are subject to annual performance reviews in the department.

Non-tenure-track full-time faculty shall consist of teaching faculty in the department who hold the rank of lecturer, senior lecturer, and distinguished lecturer and practice faculty at the rank of assistant professor of practice, associate professor of practice, and professor of practice. Non-tenure-track faculty participate in the governance of the department, are eligible for promotion, and are subject to annual performance reviews in the department.

Joint faculty shall consist of persons involved in teaching and research in the department and in one or more other departments or research units, who hold the rank of assistant professor, associate professor, professor, or lecturer. The joint faculty appointment is defined in the *Faculty Handbook* (§ 3.5).

- The primary department with which a joint appointment faculty member is affiliated is the “home” department and through which all matters of promotion, salary, and tenure are processed. Joint faculty whose home department is not Public Health do not participate in the governance of the department, are not eligible for tenure in the department, and are not subject to annual performance reviews in the department.

Adjunct faculty provide uncompensated or part-time compensated service to the department. Adjunct faculty originate from one of two sources: (i) University staff and (ii) people external to the university (*Faculty Handbook* § 4.1.6). Adjunct faculty appointed in the department have a defined professional relationship with the department and are appointed at the discretion of the department head with the approval of the faculty. Adjunct faculty are appointed on a non-tenure-track basis when their expertise is required to meet departmental objectives. Departmental faculty will vote on recommendations for adjunct faculty. Adjunct faculty do not participate in the governance of the department, are not eligible for tenure, and are not subject to annual performance reviews in the department.

The Emeritus/Emerita title shall be recommended by faculty in the department for faculty who are professors at the time of retirement, or in special cases faculty at other ranks, who have distinguished themselves through long and meritorious service in their career by exhibiting excellence in teaching, recognition in scholarship, and distinction in service.

Visiting faculty shall be composed of persons in the department who hold the rank of professor, associate professor, assistant professor, or lecturer and have been appointed for

a specified period of time (less than 12 months). The visiting faculty appointment is defined in the *Faculty Handbook* (§ 4.1.7). Visiting faculty do not participate in the governance of the department, are not eligible for tenure, and are not subject to annual performance reviews in the department.

- Visiting faculty will be appointed by the department head on receiving the CV of qualified candidates. Visiting faculty members are expected to carry out instructional and/or research responsibilities within the department. To the extent time permits, these appointments will be discussed with department faculty prior to the appointment.

Adjunct faculty and joint faculty with an academic home department outside of the department, will be appointed by the department head after a majority vote by department faculty. Such appointments are based upon departmental needs.

## 2.2 Voting Faculty

The voting faculty for elections to college committees, representation to university committees/councils, and in departmental matters shall consist of full-time tenured, tenure-track, and non-tenure-track faculty with a primary appointment in the department.

Joint faculty whose home department is another department, adjunct faculty, and visiting faculty do not have voting privileges in the department.

A quorum, consisting of 75% of the voting faculty (including the department head), will be necessary to conduct departmental business.

## 2.3 Mentoring

In order to assist each new full-time faculty member (tenure-track and non-tenure-track) with their orientation and role within the academic community, the department head shall

- Ensure that each new full-time faculty member (tenure-track and non-tenure-track) is directed to electronic copies of the *Faculty Handbook*, college bylaws, departmental bylaws, and the forms used in the annual performance and retention review;
- Provide the new full-time faculty member (tenure-track and non-tenure-track) with appropriate orientation and counsel, including a review of documents referenced in the department bylaws, the availability of supporting services and facilities, and other matters of academic concern, such as position responsibilities, advising procedures, and availability of course outlines;
- Designate a mentor from among the department faculty and in consultation with the new full-time faculty member (tenure-track and non-tenure-track). If additional mentors are selected from faculty outside the department, a mentor from within the department should also be identified. It is essential to have mentors from within the department who are most familiar with the departmental

bylaws, promotion, and tenure process. The department head shall ensure a mentor is identified during the Fall semester for newly hired full-time faculty.

### 2.3.1 Selection of Mentor

Mentors for tenure-track faculty should be senior members who can serve as a model and source of information for the tenure-track faculty member. Non-tenure-track mentors may come from any rank and hold any position, as long as they have one (1) or more years of experience as a non-tenure-track faculty member and possess the relevant knowledge, skills, experience, and time. Department heads should not serve as faculty mentors within their own departments. Mentors from outside the department may be invited to participate in the annual retention review if requested by their mentees or the department Tenure and Promotion Committee.

### 2.3.2 Mentoring Functions

Mentoring process: An essential avenue through which tenured faculty and senior non-tenure track faculty can contribute to the department, college, and university is by serving as a mentor to new faculty members. Mentoring emphasizes continued growth and improvement with teaching, service, and research (if applicable) through 1) sharing teaching and research resources; 2) cultivating change with respect and inclusivity; and 3) motivating and balancing to prevent burnout. Faculty mentoring also includes clarifying the Annual Performance and Planning Review (APPR), annual retention review, tenure and/or promotion process, and connecting mentees with university, college, and department systems, people, and processes. The act of mentoring new faculty is appreciated within the department and should receive the same level of dedication and procedural attention as teaching and research activities by both mentors and mentees.

### 2.3.3 Frequency of Mentoring

Mentors and mentees are encouraged to meet to discuss concerns at least twice annually. Topics may include short-term and long-term career plans, the mentoring relationship, and/or faculty well-being. Mentors and mentees are also expected to work together to identify resources to support mentees' teaching (e.g., mentoring students and classroom management), research, on campus, in the community, within networks, and in the profession. In addition, mentors are expected to guide mentees in navigating the department's tenure and/or promotion process, including encouraging mentees to attend tenure and promotion workshops sponsored by the university and developing cohesive teaching, and research, and service statements for their dossiers.

The following outlines potential content to guide the mentorship meetings:

- August-September: Mentors and mentees work together to develop goals and action plans that create opportunities for a successful academic year in teaching, service, and research, as applicable. Mentors may help mentees prepare annual retention and review materials. Mentors and mentees may discuss how specific short-term objectives within the next 1-2 years can contribute to the success of

long-term teaching, service, and/or research goals leading to promotion and/or tenure.

- March-May: This meeting serves as a late middle/end semester check point. Mentors and mentees will work together to assess mentee's progress on goals, recognize notable accomplishments, identify challenges, and develop strategies/action plans to enhance or sustain progress/outcomes, adjusting goals as necessary. This assessment may involve analyzing strengths and weaknesses per the *Faculty Handbook*, evaluating ongoing teaching activities, service commitments, and research projects, as applicable.

The mentoring impact may or may not relate directly to the faculty member's annual goals. Mentors and mentees are also encouraged to discuss and share their perspectives/experience on the value and impact of mentoring experiences, including being a mentor, a mentee, and any mentoring networks they have participated in. Example impacts may include development of a particular knowledge, skill, or ability; enhanced sense of belonging and inclusion; reduced burnout; increased persistence; collegiality; contribution to systems change or process improvement; and increased motivation.

#### 2.3.4 Formal Progress Evaluation and Length of Mentoring Relationship

It is expected that tenure-track faculty members will work with their mentors during the whole probationary period. A stable mentor/mentee relationship is essential to build collaboration, cooperation, and trust overtime. Upon mutual agreement, the same mentor/mentee relation could extend post tenure.

One year is the standard non-tenure track faculty mentoring period. If mutually agreeable, a non-tenure track mentor may be renewed for a maximum of three years. Non-tenure track mentor selection is based on the specific area of desired growth, which may change as non-tenure-track faculty accumulate experience. The non-tenure-track faculty's APPR goals, established each year in consultation with the department head, will guide the coming year's mentor selection. For example, in December, a non-tenure-track faculty member who creates an APPR goal for the coming year to develop a new online course would seek a mentor with expertise in online course development. The following year, the same non-tenure-track faculty may set a goal of fostering an inclusive, equity-focused teaching and learning environment and seek a mentor who has demonstrated excellence in that area.

At any time, either the mentor or mentee may request a change in their assigned mentor/mentee relationship. In such instances, the mentee and department head will consult to identify a new mentor whose expertise and experience align better with the faculty member's desired area of growth in teaching, research, or service.

#### 2.4 Invisible Labor

In higher education, invisible labor denotes the often overlooked and uncompensated efforts undertaken by faculty and staff members. Such invisible labor may be endured by

anyone, but is most often endured by those underrepresented, including Black, Indigenous, and other people of color (BIPOC), those with disabilities, women, members of the LGBTQ+ community, and other minoritized identities. These responsibilities frequently form an integral part of daily tasks and disproportionately fall upon marginalized individuals.

This supplementary workload predominantly revolves around advocacy for diversity, access, and engagement, as well as providing crucial support to students, faculty, and staff. Whether it involves faculty or staff guiding disadvantaged students or faculty and staff members lending their voices to committees for representation, these efforts are pivotal for the well-being of the community.

The faculty and staff will continue their dialogue concerning the unseen/invisible labor performed by members of the department and how this labor is evaluated and recognized. If faculty or staff members invest significant invisible hours in their responsibilities, such activities may be placed in the annual evaluation documents, and the department head must recognize these activities as additional service.

## 2.5 Community Engaged Scholarship

As a department, we acknowledge that the role of faculty is dynamic, with methodologies, topics of interest, and boundaries within and between disciplines evolving over time. Our department is committed to supporting scholars across all these traditions, including those who choose to participate in community-engaged scholarship. This form of scholarship may involve partnerships that combine university knowledge and resources with those of the public and private sectors to enrich scholarship, research, creative activity, and public knowledge. Community-engaged scholarship can enhance curriculum, teaching, and learning, prepare educated and engaged citizens, strengthen democratic values and civic responsibilities, address critical societal problems, and contribute to the public good.

Community-engaged scholarship is encouraged, valued, and rewarded as part of the retention and promotion of all faculty (both tenure-track and non-tenure-track), and in the tenure evaluation process for tenure-track faculty. We recognize the significant time and resource commitments required by these efforts and understand the unique challenges they present for faculty striving to achieve tenure and promotion. Faculty participating in community-engaged research may produce different types and quantities of research products. These products may differ from traditional peer-reviewed journal articles and include outputs such as white papers, policy briefs, open-access publications, and community reports, among others. While the quantity of research products may be less, assessment of impact will take into account the level of difficulty, time commitment, and positive change brought about by the engaged scholarship project in the community as documented in the faculty member's dossier.

Faculty members participating in community-engaged research should clearly

articulate the scholarly rationale of the project, their role in the project, and the impact of their work in their review materials. Faculty, committees, and administrators involved in the promotion and tenure of faculty should recognize and support the appropriate weighting of community-engaged activities when assessing faculty for retention, promotion, and tenure. The department head should work with departmental faculty to ensure that these activities are clearly communicated to departmental faculty and the promotion and tenure committees during the review process via the dossier.

## 2.6 Multidisciplinary Teams

As a department, we value collaboration in multidisciplinary teams to advance research, teaching, and service, thereby furthering the university's mission. Multidisciplinary collaborations, which include multi-, inter-, and transdisciplinary collaborations, are often referred to as team science, interprofessional collaboration, and collaborative research practice. This terminology generally refers to situations where faculty members from multiple disciplines, possibly based in internal or external units, share similar leadership responsibilities and effort on a project, particularly focused on their area of expertise.

As opportunities arise, faculty participation in collaborative approaches to research, scholarship, creative activities, or teaching is encouraged, valued, and rewarded as part of the retention and promotion of all faculty (both tenure-track and non-tenure-track), and in the tenure evaluation process for tenure-track faculty. Faculty, committees, and administrators involved in the promotion and tenure of faculty should recognize and support appropriate weighting of activities when assigning credit/value for faculty engaging in collaborations, especially when engaged in multidisciplinary collaborations. The faculty member should accurately represent their role in their CV and dossier. The department head should work with department faculty to ensure that these activities are clearly communicated to faculty and promotion and tenure committees during the review process.

## 2.7 Performance-Based Salary Increase

As stipulated in the *Faculty Handbook* (§ 3.8.1.1, 4.2.3 and 4.4.1), a faculty member (tenured, tenure-track, and non-tenure-track) with an overall performance rating of meets, exceeds, or far exceeds expectations for rank is eligible for any merit pay or other performance-based salary increase that may be authorized under university, college, and/or departmental rules or guidelines. They are also eligible for any across-the-board salary increase.

A faculty member (tenured, tenure-track, and non-tenure-track) with an overall performance rating of falls short of meeting expectations for rank is not eligible for any merit pay or other performance-based salary increase that may be authorized under university, college, and/or departmental rules or guidelines, but they are eligible for any across-the-board salary increase.



A faculty member (tenured, tenure-track, and non-tenure-track) with an overall performance rating of falls far short of meeting expectations for rank is not eligible for any merit pay or other performance-based salary increase that may be authorized under university, college, and/or departmental rules or guidelines, nor are they eligible for any across-the-board salary increase.

## 2.8 Process for Appointment of New Faculty

All procedures shall be consistent with the most current version of UT search procedures.

- The department head shall consult with the voting faculty about program needs and the progress of any authorized searches.
- The department head shall appoint a search committee in consultation with the voting faculty for the purpose of securing candidates.
- The department head shall appoint the chairperson of the search committee.
- The search committee shall be composed of a minimum of two faculty members from the department with voting privileges. One or more faculty members outside the department or college may serve on the committee, depending on the nature of the position. To promote professional development, the search committee should include at least one student from the department.
- The search committee shall follow university policy and procedures for conducting searches.
- The search committee shall, with faculty and staff input, present their evaluation of all finalists with their recommendation (for example, whether a candidate is considered acceptable or not acceptable for the position) to the department head. The department head has the responsibility of forwarding a candidate's name for consideration to the dean.

## 3.0 Tenure-Track Faculty

### 3.1 Appointment

General criteria for appointment to tenure-track faculty rank and the corresponding expectations are guided by the *Faculty Handbook* (chapter 3).

3.2 Terms of employment for tenure-track faculty are listed in the *Faculty Handbook* (§ 3.11.4).

3.3 Review and evaluation procedures shall take place in accordance with university policy, procedures, and guidelines outlined in the *Faculty Handbook* (chapter 3).

In general terms, the criteria on which faculty in the department will be evaluated are

- a) Teaching proficiency;

- b) Evidence of continuous professional growth in research/scholarship/engaged scholarship;
- c) Record of success recognized beyond the department;
- d) Continuous and effective leadership within the department, college, university, and larger community;
- e) Evidence of collaborative work with faculty, staff, and students within the department, college, university, and larger community; and
- f) Evidence of interacting collegially with faculty colleagues, staff, and students within the department, college, university, and collaborative partners in the larger community.

#### 3.4 Annual Performance and Planning Review (APPR)

Guided by the *Faculty Handbook* (§ 3.8), every tenured and tenure-track faculty member at the university who is not on leave is reviewed annually.

The department head evaluates tenured and tenure-track faculty members with full-time appointments in the department annually.

The department head manages the process of annual review of faculty in accordance with the guidance of the *Faculty Handbook* and follows all deadlines for submission of the review forms to the dean and chief academic officer.

For tenured and tenure-track faculty members, the APPR is conducted during the Fall semester of each year. Faculty members are evaluated annually on their performance during the previous three academic years and their plans the upcoming year in research, scholarly activity/engaged scholarship, and service.

For tenured and tenure-track faculty, the materials to be submitted for the APPR are the same as the materials for annual retention review, as described below in § 3.5. , and the standardized faculty activity report, downloaded from the university's faculty activity reporting system (Elements) should delineate the faculty member's activities in teaching, research/scholarly activity/, and service for the previous three academic years.

The department head shall share with the individual faculty member a summary of their annual review(s) and maintain electronic copies.

A faculty member who receives notice from the chief academic officer that they have received an overall rating of "Falls short of meeting expectations for rank" or "Falls far short of meeting expectations for rank" will follow appropriate remediation procedures established in the *Faculty Handbook* (§ 3.8.1.1. and § 3.8.5).

An overall performance rating of "Falls short of meeting expectations for rank" is consistent with "Needs Improvement for Rank" in the UT Board of Trustees "Policies Governing Academic Freedom, Responsibility, and Tenure." An overall performance rating of "Falls far short of meeting expectations for rank" is consistent with "Unsatisfactory for Rank" in the same document (*Faculty Handbook* § 3.8.1.1).



A faculty member's right to appeal at each level of review is described in Chapter Five (Faculty Rights of Appeal) and Appendix: Procedure for annual performance and planning review (APPR) of the *Faculty Handbook*.

### 3.5 Retention Review

The departmental Promotion and Tenure Committee will be responsible for conducting an annual retention review of probationary faculty in accordance with the *Faculty Handbook* and will make retention recommendations to the department head.

Each tenure-track faculty member will have their initial review in Fall of their second year of appointment and again in each subsequent year of the probationary period leading up to (but not including) the year of tenure consideration.

Each probationary tenure-track faculty member will be evaluated on their performance in teaching, research, and service during the previous academic year (August 1 to July 31).

*Teaching* activity includes but is not limited to teaching courses and student advising;

*Scholarship* includes but is not limited to research, publishing, submitted and/or awarded grants and contracts, professional presentations in faculty member's discipline/expertise, mentoring research conducted by trainees including but not limited to undergraduate and graduate students, and serving on thesis/dissertation committee; collaborative research among faculty within the depart, or members of an interdisciplinary team, and the community are appreciated and valuable as well;

*Engaged scholarship* (if aligns with individual faculty member's expertise/discipline) is scholarship with community partners— those either studied or directly impacted by research findings throughout faculty member's academic expertise; Engaged research and scholarship extends faculty endeavors to serve the public. Engaged scholarship may include but not be limited to an externally focused activity that brings together faculty and community collaborators to address real world problems and issues, applied or action research, and applied policy;

*Service* includes but not limited to holding office or serving on active committees within academic or professional organizations; serving on departmental, college, and/or university committees, and serving on editorial board(s) as editor or reviewer for professional society journals.

Probationary faculty members are required to submit the following materials for their annual retention review:

- Past academic year's goals, objectives, and plans;
- Narrative summary of the faculty member's activities and accomplishments during the past academic year as related to the past academic year's goals, objectives, and plans, developed at the previous year's annual review;

- List of clearly stated goals, measurable objectives, and plans for the upcoming academic year. Goals must be specified for teaching, research/ and service;
- A standardized faculty activity report (previous three academic years from August 1 to July 31) generated from the university's faculty activity reporting system (Elements) including teaching activity, research and service;
- A narrative summary of teaching ability and effectiveness, research/scholarship/, and institutional, disciplinary, and/or professional service based on the *Faculty Handbook* Appendix: Assembly of the tenure and/or promotion dossier;
- A current curriculum vitae that distinguishes between Before UT and While at UT.

### 3.5.1 Department Head Review

Per the *Faculty Handbook* (§ 3.11.4.5), the department head conducts an independent retention review based upon a tenure-track faculty member's submitted documents, the written narrative, and vote of the departmental Promotion and Tenure Committee. In conducting their independent retention review, the department head may also consult with the tenured faculty in the department as needed.

If the retention decision is positive, the department head will convey the outcome to the faculty member under review in writing and in a timely manner. The department head will present and discuss the departmental promotion and tenure committee's retention narrative and the department head's own written assessment with the faculty member under review. The department head will make recommendations, including guidance to the faculty member on ways to improve performance. The department head will also advise the faculty member as to the time remaining in the probationary period and how the quality of their performance is likely to be assessed by the departmental promotion and tenure committee, external reviewers, and the department head in the context of tenure consideration.

The department head will provide to the faculty member under review a copy of their decision narrative on retention and upload their decision narrative to the university's APPR system.

Per the *Faculty Handbook* (§ 3.11.4.5), the tenure-track faculty member's signature indicates that they have read the entire evaluation, but the signature does not imply agreement with its findings. The faculty member under review has the right to submit a written response to the department head's retention recommendation. The faculty member will be allowed 14 calendar days from the date of receiving the department head's retention decision narrative to submit a written response. If no response is received within 14 calendar days, the tenure-track faculty member under review relinquishes the right to respond.

The *Faculty Handbook* (§ 3.11.4.5) stipulates that for good cause, and upon approval by the chief academic officer, the response time may be extended once for an additional 14 days.

## 3.6 Enhanced Tenure Track Review (ETTR)

Per the *Faculty Handbook* (§ 3.11.4.6), for each probationary tenure-track faculty member, the departmental promotion and tenure committee and department head will conduct an enhanced review to assess and inform the faculty member of their progress toward the granting of tenure at the beginning of a faculty member's fourth year of the probationary period. This period may be extended past the fourth year for any faculty member who has been granted an extension of the probationary period (with the year to be determined by department head after consultation with the probationary faculty member and, if desired, the faculty member's mentor(s)).

For the ETTR, the faculty member will, with the guidance and counsel of the department head, prepare and submit to the department head (for distribution to the departmental promotion and tenure committee) a narrative summary of their cumulative performance reflecting their degree of progress in satisfying the requirements for tenure in teaching, research/engaged scholarship, and service. The required documents are stipulated in the *Faculty Handbook* (§ 3.11.4.6).

The departmental promotion and tenure committee will review and discuss the materials submitted by the tenure-track faculty member and construct a narrative letter, in accordance with the *Faculty Handbook* (§ 3.11.4.6). Specifically, the departmental promotion and tenure committee's narrative letter should address (among other things) the faculty member's development, adaptation, and implementation of teaching methods and tools; program of disciplinary research/engaged scholarship; and record of institutional, disciplinary, and professional service, as well as progress toward retention, tenure, and promotion. The narrative letter will exclusively rely on and reflect documented and substantiated information available to the departmental promotion and tenure committee at the time of the review and will not be based on rumor, speculation, or other undocumented information.

- The vote of the departmental promotion and tenure committee will occur following discussion. A secret ballot of the departmental promotion and tenure committee will be taken and recorded. A simple majority vote will be considered a positive retention vote. In cases where there is a dissenting vote, an explanation will be provided for any conclusion that is not adopted unanimously in the departmental promotion and tenure committee's narrative letter.
- The annual retention review and ETTR, including the departmental promotion and tenure committee's vote, will be submitted to the department head and the tenure-track faculty under review at the same time by the chair of the departmental promotion and tenure committee. The department head will be responsible for uploading the annual retention and ETTR narrative to the university's review system.
- The vote of the departmental promotion and tenure committee is advisory to the department head. A favorable annual retention vote or ETTR vote from the departmental promotion and tenure committee does not commit the departmental promotion and tenure committee, the department, or the college to a subsequent recommendation for the granting of retention or tenure.

- Per the *Faculty Handbook* (§ 3.11.4.5), the faculty member under review has the right to submit a written response to the vote and narrative of the departmental promotion and tenure committee, and/or to any dissenting statements from members of the departmental promotion and tenure committee. The faculty member under review will be allowed 14 calendar days from the date of receipt from the departmental promotion and tenure committee of retention narrative to submit any written response. If no response is received after 14 calendar days of the date of receipt, the tenure-track faculty member under review relinquishes the right to respond.

### 3.7 Promotion and Tenure

Promotion procedures and tenure eligibility for tenure-track faculty are listed in the *Faculty Handbook* (chapter 3). Promotion and tenure evaluation shall be conducted by the departmental promotion and tenure committee. The composition of the departmental promotion and tenure committee is defined in § 6.2.4.

If the department has insufficient tenured faculty of appropriate rank to form its own promotion and tenure committee, the department head shall solicit tenure-track faculty at the appropriate rank in the college to serve on the departmental promotion and tenure committee.

### 3.8 Periodic Post-Tenure Performance Review (PPPR)

Each tenured faculty member must undergo PPPR no less often than every six years. Further details about this process can be found in the *Faculty Handbook* (§ 3.8.4).

### 3.9 Enhanced Post-Tenure Performance Review (EPPR)

EPPR is an expanded and in-depth post tenure performance evaluation conducted by a committee of tenured peers and administered by the chief academic officer. The process to conduct EPPR is stated in the *Faculty Handbook* (§ 3.8.5).

## 4.0 Non-Tenure-Track Faculty

### 4.1 Appointment

General criteria for appointment to non-tenure-track faculty rank and the corresponding expectations are guided by the *Faculty Handbook* (chapter 4).

### 4.2 Terms of Employment

Terms of Employment for non-tenure-track faculty are listed in the *Faculty Handbook* (§ 4.2.2).

### 4.3 Annual Review

Within the first six months of employment, the department head, in consultation with the faculty member, shall prepare a statement of the candidate's responsibilities. The statement, which should be updated annually during the APPR, describes the percent effort dedicated to teaching, service, and research (as applicable), and the specific job responsibilities assigned to the faculty member in regard to the criteria used in promotion reviews. Per the *Faculty Handbook* (§ 4.4), APPRs for non-tenure-track faculty may be carried out by the department head, a designee, or a committee, as determined by departmental bylaws and other applicable documents.

Each non-tenure-track faculty member will have their initial review in January of their second year of appointment and again in each subsequent year of their appointment.

Each non-tenure-track faculty member will be evaluated on their performance in teaching and service during the calendar year (January 1 to December 31). If applicable to their position, they may also be evaluated on scholarly activity.

Each non-tenure-track faculty member is required to submit an annual review after the fall semester of each year. Each faculty member will be asked to provide an overview of their performance in teaching, service, and research (as applicable) during the past three semesters (Spring, Summer, and Fall).

Non-tenure-track faculty members are required to submit the following materials for their APPR:

- Past year's goals, objectives, and plans;
- Narrative summary of the faculty member's activities, accomplishments, and contributions, including extensive labor during the past year;
- List of clearly stated goals, measurable objectives, and plans for the upcoming year. Goals must be specified for teaching and service. If applicable, effort dedicated to administrative/leadership roles, or professional development and scholarly activity should be included;
- Peer teaching evaluations (if available and applicable); and
- A current curriculum vitae that distinguishes between Before UT (if applicable) and while at UT.

In addition to the required materials above, the faculty member may provide other relevant information, such as student evaluation scores and/or qualitative comments or evidence of scholarly or service activity.

Non-tenure-track faculty will submit their APPR materials through the university review system for the department head to review.

#### 4.3.1 Department Head's Review

The department head conducts an independent APPR review based upon the non-tenure-track faculty member's submitted documents and the written narrative. The department head is responsible for uploading their APPR narrative to the university review system and maintaining an electronic copy for record.

The department head will convey the outcome to the faculty member under review in writing and in a timely manner. The department head will make recommendations, including guidance to the faculty member on ways to improve performance. The department head will also advise the faculty member as to whether the quality of their performance is likely to lead to promotion.

Per the *Faculty Handbook* (§ 4.3), in the case of non-retention, every effort should be made by the department head to notify the faculty member as soon as possible.

#### 4.4 Promotion

Promotion eligibility and procedures for non-tenure-track teaching and practice faculty are listed in the *Faculty Handbook* (§ 4.5). Promotion evaluation shall be conducted by the departmental non-tenure-track faculty promotion committee. The composition of the departmental non-tenure-track faculty promotion committee is defined in § 6.2.5.

In the circumstances that the department has insufficient senior non-tenure-track faculty of appropriate rank to form its own non-tenure-track promotion committee, the department head shall request either tenured faculty members within the department or senior non-tenure-track faculty of appropriate rank in the college to participate in the promotion evaluation process.

## 5.0 Faculty Rights of Appeal

All faculty members, staff, and students have the right to due process in settling grievances which may arise.

Procedures for resolving faculty grievances are outlined in the *Faculty Handbook* (§ 5.1.1).

Procedures for resolving staff grievances are outlined in the University of Tennessee System policy HR0640 – Grievances.

Procedures for resolving student grievances are outlined in the *Graduate Handbook of the Department of Public Health, Hilltopics*, and in the *University Undergraduate and Graduate Catalogs*.

## 6.0 Departmental Organization

### 6.1 Department Meetings

The department should hold at least one regular faculty meeting each month during the academic year, at a time agreed upon by all voting faculty members. Regular faculty meetings are open to the staff of the department. Additional meetings may be called as necessary by the department head or by a petition signed by any three members of the voting faculty. To the extent possible, classes involving full-time faculty will not be scheduled during the time frame of the faculty meeting. Meetings will be held in-person, with remote participation allowed for remote faculty.

The department head or designee shall attend and chair all department faculty meetings.

The conduct of department faculty meetings shall be guided by *Roberts' Rules of Order*.

- All motions shall be carried out by a simple majority of an established quorum. In the event of a tie, the department head's vote shall carry the issue. When casting an anonymous ballot, a simple majority vote will suffice. Anonymous ballots typically will be cast online.
- The faculty may request that the department head obtain votes from members not present. Proxy votes will be allowed if written authorization is provided by the absent faculty member.
- A closed faculty meeting may be requested by any faculty member, based on the confidential nature of the items to be discussed. Closed faculty meetings will include only voting faculty as designated. If such a request is made during a regular faculty meeting, a majority of voting faculty must concur, and the faculty will go into the closed session at the end of the regular faculty meeting. If such a request is made outside of a regular faculty meeting, a petition signed by any three members of the voting faculty will be necessary.

An agenda of items for department faculty meetings shall be prepared by the department head or their designee.

- All faculty as defined in ¶ 2.1 and staff as defined in ¶ 1.5 may submit items for the agenda.
- All matters requiring faculty action as described by the department bylaws, the *Faculty Handbook*, or other university policies will be placed on the agenda.
- All matters of incomplete discussion will carry over and appear on the agenda of the next meeting.

Minutes of each department meeting will be prepared and distributed to all faculty and staff within two weeks following the meeting. The minutes shall consist of names of faculty and staff members present and absent, visitors present, announcements, reports, and actions involving the vote of the faculty. The minutes shall be kept electronically in the department for review.



## 6.2 Department Standing and Ad Hoc Committees

The department head serves as an ex-officio member of all department committees.

The department head will appoint chairs for the Technology, and Access and Engagement Committees.

The Undergraduate Public Health Program Committee (UGPH), MPH Academic Program Committee (MPH/APC), Doctoral Program, Technology, Lab Safety, and Access and Engagement Committees are expected to have student representatives (campus-based and/or online program as appropriate), either elected or selected early in the Fall semester. These student representatives are permitted full committee privileges, with the exception of making admissions, disciplinary, or personnel decisions.

Staff may be asked to serve in a supportive role on any committee; staff may be appointed to serve as full members on the UGPH, MPH/APC, the Technology, Lab Safety, or the Access and Engagement Committees.

Changes in academic programs and all academic matters must be initiated and voted on at the appropriate committee level.

All curricular changes related to academic programs and initiated by the appropriate committee will be brought to departmental faculty for a final vote prior to sending curricular revisions to college and university curriculum review committees.

Ad hoc committees may be appointed by the department head as needed for a limited period or until activities are completed.

There are seven standing committees in the department.

### 6.2.1 Undergraduate Public Health (UGPH) Program Committee

The function of this committee is to oversee all matters, including academic (e.g., curriculum, degree requirements), as they pertain to the undergraduate program.

The director of the Bachelor of Science in Public Health (BSPH) Program will serve as chair of the Undergraduate Public Health (UGPH) Program Committee.

### 6.2.2 MPH Academic Program Committee (MPH/APC)

The responsibility of this committee is to oversee all matters, including academic, as they pertain to the master's degree (campus-based and online MPH program).

The directors of the MPH Program and MPH Distance Education Program will co-chair the MPH Academic Program (MPH/APC) Committee.



The MPH/APC will include student members representing campus-based and online program from the five areas of concentration (Community Health Education, Epidemiology, Health Policy and Management, Nutrition, and Veterinary Public Health). Alternative representatives may also be included but only have voting privileges when the appointed representative is unable to vote.

### 6.2.3 Doctoral Program Committee

The function of this committee is to oversee all matters, including academic (e.g., curriculum, degree requirements), as they pertain to the doctoral degree.

The director of the PhD Program will serve as chair of the Doctoral Program Committee.

The Doctoral Program Committee will include one or more doctoral student representatives to participate in curriculum matters and serve as a liaison between the Doctoral Program Committee and the doctoral students.

Only tenure-track faculty are eligible to serve on the Doctoral Program Committee.

### 6.2.4 Promotion and Tenure Committee

The primary function of this committee is to conduct annual retention review of tenure-seeking faculty members, ETTR, promotion and tenure review for tenure-seeking faculty, promotion review for tenured faculty members, and to make recommendations to the department head regarding the same.

The promotion and tenure committee members will convene at the beginning of each fall semester and will elect a chair for that year.

Only tenured faculty are eligible to serve on the promotion and tenure committee.

### 6.2.5 Non-Tenure-Track Faculty Promotion Committee

The primary function of this committee is to conduct promotion review for non-tenure-track faculty members, and to make recommendations to the department head regarding the same.

The Promotion and Tenure Committee members will convene at the beginning of each spring semester and will elect a chair for that year.

In the circumstances that the department has insufficient senior non-tenure track faculty of appropriate rank to form its own non-tenure-track promotion committee, the department head shall request either tenured faculty members within the department or senior non-tenure-track faculty of appropriate rank in the college to participate in the promotion evaluation process.

### 6.2.6 Technology Committee

The functions of this committee include a) website review, revisions, and management; b) assessment and prioritization of departmental technology-related needs; and c) liaison with the College Technology Committee.

The technology committee will include one student representative to help identify, review, solicit, and recommend lab hardware and software, digital peripherals, and other technology equipment that enhances students' learning experience.

### 6.2.7 Access and Engagement Committee

The functions of this committee include a) access and engagement orientation training; including annual seminar sessions on diversity, equity, and inclusion; b) hosting the Guiding Collective graduate students mentoring program; c) assess department climate; and d) host various events to promote access and engagement. All faculty and staff are expected to contribute to increasing access and engagement.

The access and engagement committee will include one or more student representatives (undergraduate, MPH, and doctoral students) to serve as liaisons between the access and engagement committee and students enrolled in the academic programs of the department.

## 7.0 Compensated Outside Services

The nature and scope of compensated outside activities appropriate to the academic discipline in the context of the faculty member's performance shall be governed by provisions of the *Faculty Handbook*.

## 8.0 Revision and History of the Bylaws

It is not the intent of these bylaws to limit or discourage the rights of groups or individuals, either faculty, students, or staff, from initiating actions or resolving problems, or the rights of the department head to discuss and formulate action with groups or individuals.

### 8.1 Initial Approval

Initial approval of these bylaws shall be a shared responsibility of the department head, the faculty, and staff. Final approval shall be determined by a majority vote of the voting faculty, with staff participating in reviewing and voting on sections pertaining to the staff members.

### 8.2 Amendments

Proposed amendments to these bylaws may be forwarded by any department member to the department head. Proposed changes shall be distributed to the voting faculty and to the staff members of the department at least one week prior to the faculty meeting at which proposed changes are to be discussed.

Amendments shall be adopted by a two-thirds vote of those voting, by either an open or anonymous ballot, during the departmental faculty meeting at which the amendment is discussed.

The department head will ensure that the amended and approved version of the bylaws is available on the department website within a week of the vote to approve.

### 8.3 History of Revision

Initial approval: July 2010

Final approval: November 2010

Amended and approved: August 2011

Amended and approved: November 2011

Amended and approved: February 2014

Amended and approved: January 2017

Amended and approved: November 2022

Amended: October 2024

These bylaws are to take effect on August 1, 2027.

# Appendix A: Expectations for Tenure-Track Faculty

## A1. Expectations for Faculty at Rank

The following provides specific expectations by rank in terms of teaching, research, and service. These tables are intended as guides rather than prescriptions, focus on the span of time one is in rank rather than a single year, and, for assistant and associate professors, speak to expectations for tenure and promotion.

General criteria for appointment to faculty rank and corresponding expectations are guided by the *Faculty Handbook* (§ 3.2):

While the general scope of performance at a particular rank is consistent across the university, the requirements of the varying ranks are a function of the discipline and are typically defined by the faculty of the department in which an appointment resides. The exact apportionment of effort in teaching, research/scholarship, and service is a function of the skills of the faculty member and the needs of the department and university.

Final determination of what is expected for a faculty member, regardless of rank, rests with the department head.

The department head shall negotiate with individual faculty and prepare a statement of a full-time faculty member's responsibilities at hiring. The statement, which should be updated annually during the APPR, describes the percent effort dedicated each to teaching, research, and service, and the specific job responsibilities assigned to the faculty member; this is the criteria used in promotion reviews. This process allows for some flexibility in terms of potential effort allocation across fields (teaching, research, engaged scholarship, and service) for individual faculty.

## A2. Expectations for Teaching

Tenured and tenure-track faculty members in the department are expected to demonstrate good instructional skills in the classroom. Tenure-track faculty members are required to undergo two peer teaching evaluations of their teaching performance during the probationary period. One of the two peer teaching evaluations needs to be conducted by a panel consisting of a minimum of three full-time faculty members (tenured, tenure-track, and/or non-tenure-track faculty), with at least one member from a department outside of the department. It is recommended that the first peer review be conducted in the third semester during the probationary period and the second one no later than Spring semester before tenure year. Tenured faculty members seeking promotion to professor are required to undergo one peer review of teaching that is completed following their associate professor appointment (*Faculty Handbook* ¶ 3.11.6.1). The expectation is that tenured and tenure-track faculty consistently seek approaches to improve their course evaluations, specifically if scores in certain areas are below 3.0 (rated on a 5-point scale, 5 is strongly agreed score).

Teaching: Assistant Professor		
To <b>meet expectations</b> , Assistant Professors are expected to	To <b>exceed expectations</b> , Assistant Professors also must demonstrate at least three of the following:	To <b>far exceed expectations</b> , Assistant Professors also must demonstrate at least seven of the following:
<ul style="list-style-type: none"> <li>• be engaging and effective teachers, committed to student learning and professional growth, as shown through course evaluations, peer observations, and other forms of evidence.</li> <li>• engage in curricular innovations (e.g., substantial course revision, new course development, or assisting with accreditation efforts), as needed by the program or department.</li> <li>• serve as dissertation/graduate thesis committee members.</li> <li>• seek feedback and attain formal documentation on their teaching effectiveness from students (quantitative scores and qualitative comments) and from peers or senior university faculty members.</li> </ul>	<ul style="list-style-type: none"> <li>• a far greater quantity of high-quality teaching and advising than expected for the assigned workload*.</li> <li>• mentoring students who consistently yield successful outcomes (e.g., publications, student presentations at local, regional, national and international professional meetings, students awards or recognitions).</li> <li>• judging student presentations at regional, national or international professional conferences.</li> <li>• holding leadership position(s) in education-oriented organizations and/or organizing and leading professional development related to innovative or advanced teaching practices at a campus-wide event or for a professional organization.</li> <li>• holding a leadership role in redesigning curriculum and/or accreditation efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• a far greater quantity of high-quality teaching and advising than expected for the assigned workload*.</li> <li>• mentoring students who consistently yield successful outcomes (e.g., publications, student presentations at local, regional, national and international professional meetings, student awards or recognitions).</li> <li>• judging student presentations at regional, national, and/or international conferences.</li> <li>• holding leadership position(s) in education-oriented organizations, and/or organizing and leading professional development related to innovative or advanced teaching practices at a campus-wide event, in the community, or for a professional organization.</li> </ul>

	<ul style="list-style-type: none"> <li>• serving as a faculty advisor for student clubs/organizations in and/or outside the department.</li> <li>• receiving internal or external teaching awards/grants that demonstrate the quality of teaching.</li> <li>• other evidence not listed here.</li> </ul>	<ul style="list-style-type: none"> <li>• holding a leadership role in redesigning curriculum, and/or accreditation efforts.</li> <li>• serving as a faculty advisor for student clubs/organizations in and/or outside the department.</li> <li>• receiving competitive internal or external teaching awards/grants that demonstrate the quality of teaching.</li> <li>• other evidence not listed here.</li> </ul>
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Teaching: Associate Professor		
To <b>meet expectations</b> , Associate Professors are expected to	To <b>exceed expectations</b> , Associate Professors also must demonstrate at least four of the following:	To <b>far exceed expectations</b> , Associate Professors also must demonstrate at least seven of the following:
<ul style="list-style-type: none"> <li>• display evidence of exemplary teaching performance (shown through quantitative scores and qualitative comments, peer observations, curricular innovations, etc.).</li> <li>• serve on multiple dissertation/thesis committees as a chair or member</li> <li>• engage in curricular innovations (e.g., substantial course revision, new course development), as needed by the program or department.</li> <li>• participate in accreditation process when it is appropriate.</li> <li>• mentor undergraduate and/or graduate students.</li> </ul>	<ul style="list-style-type: none"> <li>• a far greater quantity of high-quality teaching and advising than expected for the assigned workload* and/or lead science that informed change in clinical practice guidelines, influence on policy, influence national funders, lead national initiatives in their discipline or public health-related field.</li> <li>• mentoring students who consistently yield successful outcomes (e.g., publications, student presentations at local, regional, national and international professional meetings, students awards or recognitions).</li> <li>• judging student presentations at regional, national or international professional conferences.</li> <li>• holding leadership position(s) in education-oriented organizations and/or organizing and leading professional development related to innovative or advanced teaching</li> </ul>	<ul style="list-style-type: none"> <li>• a far greater quantity of high-quality teaching and advising than expected for the assigned workload* and/or lead science that informed change in clinical practice guidelines, influence on policy, influence national funders, lead national initiatives in their discipline or public health-related field.</li> <li>• mentoring students who consistently yield successful outcomes (e.g., publications, student presentations at local, regional, national and international professional meetings, students awards or recognitions).</li> <li>• judging student presentations at regional, national or international professional conferences.</li> <li>• holding leadership position(s) in education-oriented organizations and/or organizing and leading professional development related to innovative or advanced teaching</li> </ul>

	<p>practices at a campus-wide event, in the community or for a professional organization.</p> <ul style="list-style-type: none"> <li>• holding a leadership role in redesigning the curriculum, and/or accreditation efforts.</li> <li>• serving as a faculty advisor for student clubs/organizations in and/or outside the department.</li> <li>• mentor tenure-track faculty in and/or outside the department.</li> <li>• receiving internal or external teaching awards/grants that demonstrate the quality of teaching.</li> <li>• other evidence not listed here.</li> </ul>	<p>practices at a campus-wide event, in the community, or for a professional organization.</p> <ul style="list-style-type: none"> <li>• holding a leadership role in redesigning the curriculum, and/or accreditation efforts.</li> <li>• serving as a faculty advisor for student clubs/organizations in and/or outside the department.</li> <li>• mentor tenure-track faculty in and/or outside the department.</li> <li>• receiving external teaching awards/grants that demonstrate the quality of teaching.</li> <li>• other evidence not listed here.</li> </ul>
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Teaching: Professor		
<b>To meet expectations</b> , Professors are expected to	<b>To exceed expectations</b> , Professors also must demonstrate at least five of the following:	<b>To far exceed expectations</b> , Professors also must demonstrate at least seven of the following:
<ul style="list-style-type: none"> <li>• display evidence of exemplary teaching performance (shown through quantitative scores and qualitative comments, innovations, observations).</li> <li>• lead in curriculum development and review and program assessment.</li> <li>• lead in accreditation process.</li> <li>• serve on multiple dissertation/thesis committees as a chair or member.</li> <li>• mentor undergraduate and/or graduate students.</li> </ul>	<ul style="list-style-type: none"> <li>• a far greater quantity of high-quality teaching and advising than expected for the assigned workload* and/or lead science that informed change in clinical practice guidelines, influence on policy, influence national funders, lead national initiatives in their discipline or public health-related field.</li> <li>• mentoring students that consistently yields successful outcomes (e.g., publications, student presenting at local, regional, national and international professional meetings, students awards or recognitions).</li> </ul>	<ul style="list-style-type: none"> <li>• a far greater quantity of high-quality teaching and advising than expected for the assigned workload* and/or lead science that informed change in clinical practice guidelines, influence on policy, influence national funders, lead national initiatives in their discipline or public health-related field.</li> <li>• mentoring students that consistently yields successful outcomes (e.g., publications, student presenting at local, regional, national and international professional meetings, students awards or recognitions).</li> </ul>

	<ul style="list-style-type: none"> <li>• judging student presentations at regional, national or international professional conferences.</li> <li>• holding leadership positions in education-oriented organizations and/or organizing and leading professional development related to innovative or advanced teaching practices at a campus-wide event or for a professional organization.</li> <li>• holding a leadership role in redesigning the curriculum, and/or accreditation efforts.</li> <li>• serving as a faculty advisor for student clubs/organizations in and/or outside the department.</li> <li>• mentor tenure-track faculty in and/or outside the department.</li> <li>• receiving internal or external teaching awards/grants that demonstrate the quality of teaching.</li> <li>• other evidence not listed here.</li> </ul>	<ul style="list-style-type: none"> <li>• judging student presentations at regional, national or international professional conferences.</li> <li>• holding leadership positions in education-oriented organizations and/or organizing and leading professional development related to innovative or advanced teaching practices at a campus-wide event or for a professional organization.</li> <li>• holding a leadership role in redesigning the curriculum, and/or accreditation efforts.</li> <li>• serving as a faculty advisor for student clubs/organizations in and/or outside the department.</li> <li>• mentor tenure-track faculty in and/or outside the department.</li> <li>• receiving external teaching awards/grants that demonstrate the quality of teaching.</li> <li>• other evidence not listed here.</li> </ul>
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\* A far greater quantity of high-quality teaching and advising than expected for the assigned workload: For example, one assigned course required significant course redesign or a new prep, the number of assigned academic advisees or doctoral advisees as chair is twice that of the median for that year.



### A3. Expectations for Research and Scholarly Activity

Each tenured and tenure-track faculty member is expected to demonstrate yearly progress toward a record of scholarship that (a) reflects a focused area of research, (b) includes a body of research articles to which the faculty member made contributions to the team science, and (c) has undergone peer-review in respected, high-quality journals, as evidenced by commonly referenced standard quality metrics, such as impact factor, acceptance rates, citations, download frequency, awards, or signature journals of professional organizations).

It is recognized that assessing the quality and focus of research necessitates a minimum quantity of scholarly output, particularly in the form of journal articles, **which on a three-year rolling average is to publish two high quality articles per year**. A record sufficient to achieve promotion and tenure would be difficult to establish if a faculty member had not produced a body of research that received national and/or international recognition and acknowledgement from external reviewers for their contribution through publication in peer-reviewed, respected journals **as evidenced by commonly referenced standard quality metrics, such as impact factor, acceptance rates, citations, download frequency, awards, or signature journals of professional organizations**, or invested proactive efforts to seek internal and external funding to support research.

This criterion applies to all tenured and tenure-track faculty regardless of their rank: Quality indicators include but are not limited to (a) the overall reputation of a journal; (b) a journal’s impact factor; (c) number of citations for a specific article accumulated in the past five years, with the acknowledgment of the existence of substantial discipline-based variability that some professional society’s official journals could have very small readerships; (d) general rankings of a journal within a professional field; (e) official society journals for the field of a faculty expertise; (f) publications based on original data generated from faculty research.

Each faculty member should actively pursue research aligned with the department's mission and deliver a substantial body of work that establishes them as recognized scholars and experts in their field. The source of funding (e.g., research grants, training grants, service grants) should not dictate the level of excellence. Instead, success should be evaluated based on outcomes, such as published works, impact of programs on the community, acquisition of grants, and contributions to publications of thesis and dissertation research.

Research and Scholarly Activity: Assistant Professor		
To <b>Meet Expectations</b> , Assistant Professors are expected to	To <b>Exceed Expectations</b> , Assistant Professors must demonstrate at least four of the following:	To <b>Far Exceed Expectations</b> , Assistant Professors must demonstrate at least five of the following <sup>**</sup> :
<ul style="list-style-type: none"> <li>show promise of developing a program in disciplinary research/scholarship activity that is gaining external recognition.</li> </ul>	<ul style="list-style-type: none"> <li>a far greater quantity of high-quality scholarship products than expected for the assigned workload<sup>***</sup> and/or lead science that informed change in clinical practice guidelines, influence on policy, influence national funders, lead</li> </ul>	<ul style="list-style-type: none"> <li>a far greater quantity of high-quality scholarship products than expected for the assigned workload and/or lead science that informed change in clinical practice guidelines, influence on policy, influence national funders, lead national</li> </ul>

<ul style="list-style-type: none"> <li>• publish, on average, at least two high quality refereed articles in respected journals per year.</li> <li>• demonstrate strong evidence of leadership by acting as first author and/or corresponding author in at least some publications.</li> <li>• make at least one peer-reviewed presentation at local, national and/or international conferences, as appropriate for their disciplines.</li> <li>• demonstrate proactive efforts to seek internal and external funding to support research, as appropriate for their disciplines.</li> </ul>	<p>national initiatives in their discipline or public health-related field.</p> <ul style="list-style-type: none"> <li>• publish books, book chapters and/or authorship contribution in substantial monographs in their discipline, or participate in forming a cohort study or group of individuals who are tracked over time for development of health outcomes, database creation, software development, or patent submission.</li> <li>• invited talks in prestigious national or international venues, refereed proceedings, and authorship of substantial monographs.</li> <li>• society awards for “best paper,” “best abstract,” or faculty research.</li> <li>• research publications involving collaborative, interdisciplinary team effort within department, college and the university and/or with research partners outside the university.</li> <li>• engaged research scholarship resulting in grants with community partners.</li> <li>• securing internal or external funding for scholarship that supports research as appropriate for their discipline and/or graduate research assistantship.</li> </ul>	<p>initiatives in their discipline or public health-related field.</p> <ul style="list-style-type: none"> <li>• publish books, book chapters and/or authorship contribution in substantial monographs in their discipline, or leadership in forming a cohort study or group of individuals who are tracked over time for development of health outcomes database creation, software development, or patent submission.</li> <li>• invited talks in prestigious national or international venues, refereed proceedings, and authorship of substantial monographs.</li> <li>• society awards for “best paper,” “best abstract,” faculty research.</li> <li>• research publications involving collaborative, interdisciplinary team effort within department, college and the university and/or with research partners outside the university.</li> <li>• engaged research scholarship resulting in grants with community partners.</li> <li>• securing internal or external funding for scholarship that supports research as appropriate for their discipline and/or graduate research assistantship.</li> </ul>
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Research and Scholarly Activity: Associate Professors		
<p>To <b>Meet Expectations</b>, Associate Professors are expected to</p>	<p>To <b>Exceed Expectations</b>, Associate Professors must demonstrate at least five of the following:</p>	<p>To <b>Far Exceed Expectations</b>, Associate Professors must demonstrate all the following**:</p>
<ul style="list-style-type: none"> <li>• have achieved and maintained a recognized record in disciplinary research / scholarship.</li> </ul>	<ul style="list-style-type: none"> <li>• a far greater quantity of high-quality scholarship products than expected for the assigned workload*** and/or lead science that informed change in clinical</li> </ul>	<ul style="list-style-type: none"> <li>• a far greater quantity of high-quality scholarship products than expected for the assigned workload and/or lead science that informed change in clinical</li> </ul>

<ul style="list-style-type: none"> <li>• maintain an active presence at national and/or international organizations by presenting peer-reviewed papers/posters.</li> <li>• establish a national and/or international reputation for scholarly excellence in their disciplines (e.g., invited editorial, reviewer for state, federal agencies, or private foundations, grants, invited presentations, recognition awards, or fellowships).</li> <li>• secure internal or external funding for research activities.</li> </ul>	<p>practice guidelines, influence on policy, influence national funders, lead national initiatives in their discipline or public health-related field.</p> <ul style="list-style-type: none"> <li>• publish books, book chapters and/or authorship contribution in substantial monographs in their disciplines, or participate in forming a cohort study or group of individuals who are tracked over time for development of health outcomes, database creation, software development, or patent submission.</li> <li>• invited talks in prestigious national or international venues, refereed proceedings, and authorship of substantial monographs.</li> <li>• society awards for “best paper,” “best abstract,” faculty research.</li> <li>• research publications involving collaborative, interdisciplinary team effort within department, college and the university and/or with research partners outside the university.</li> <li>• engaged research scholarship resulting in grants with community partners</li> <li>• securing internal or external funding for scholarship that supports research as appropriate for their discipline and/or graduate research assistantship.</li> </ul>	<p>practice guidelines, influence on policy, influence national funders, lead national initiatives in their discipline or public health-related field.</p> <ul style="list-style-type: none"> <li>• publish books, book chapters and/or authorship contribution in substantial monographs in their discipline, or leadership in forming a cohort study or group of individuals who are tracked over time for development of health outcomes, database creation, software development, or patent submission.</li> <li>• invited talks in prestigious national or international venues, refereed proceedings, and authorship of substantial monographs.</li> <li>• society awards for “best paper,” “best abstract,” faculty research.</li> <li>• research publications involving collaborative, interdisciplinary team effort within department, college and the university and/or with research partners outside the university.</li> <li>• engaged research scholarship resulting in grants with community partners</li> <li>• securing internal or external funding for scholarship that supports research as appropriate for their discipline and/or graduate research assistantship.</li> </ul>
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Research and Scholarly Activity: Professor		
<p><b>To Meet Expectations</b>, Professors are expected to</p>	<p><b>To Exceed Expectations</b>, Professors must demonstrate at least six of the following:</p>	<p><b>To Far Exceed Expectations</b>, Professors must demonstrate all the following**:</p>

<ul style="list-style-type: none"> <li>• demonstrate sustainable productivity in research and scholarship by collaborating with internal and external scholars and/or community partners.</li> <li>• maintain an active presence at national and/or international organizations by presenting peer-reviewed papers/posters and invited presentations.</li> <li>• establish a national and/or international reputation for scholarly excellence in their disciplines (including but limited to invited editorial, reviewer for state, federal agencies, and/or private foundations, grants, invited presentations, recognition awards, or fellowships).</li> <li>• secure internal or external funding for research activities.</li> </ul>	<ul style="list-style-type: none"> <li>• a far greater quantity of high-quality scholarship products than expected for the assigned workload (for example, on average of three publications annually, rolling across three years) and/or lead science that informed change in clinical practice guidelines, influence on policy, influence national funders, lead national initiatives in their discipline or public health-related field.</li> <li>• publish books, book chapters and/or authorship contribution in substantial monographs in their discipline or participate in forming a cohort study or group of individuals who are tracked over time for development of health outcomes, database creation, software development, or patent submission.</li> <li>• invited talks in prestigious national or international venues, refereed proceedings, and authorship of substantial monographs.</li> <li>• society awards for “best paper,” “best abstract,” faculty research.</li> <li>• research publications involving collaborative, interdisciplinary team effort within department, college and the university and/or with research partners outside the university.</li> <li>• Engaged research scholarship resulting in grants with community partners.</li> <li>• securing internal or external funding for scholarship that supports graduate research assistantship.</li> </ul>	<ul style="list-style-type: none"> <li>• a far greater quantity of high-quality scholarship products than expected for the assigned workload and/or lead science that informed change in clinical practice guidelines, influence on policy, influence national funders, lead national initiatives in their discipline or public health-related field.</li> <li>• publish books, book chapters and/or authorship contribution in substantial monographs in their discipline or leadership in forming a cohort study or group of individuals who are tracked over time for development of health outcomes, database creation, software development, or patent submission.</li> <li>• invited talks in prestigious national or international venues, refereed proceedings, and authorship of substantial monographs.</li> <li>• society awards for “best paper,” “best abstract,” faculty research.</li> <li>• research publications involving collaborative, interdisciplinary team effort within department, college and the university and/or with research partners outside the university.</li> <li>• engaged research scholarship resulting in grants with community partners.</li> <li>• securing major external funding for scholarship that supports research as appropriate for their discipline and/or supports graduate research assistantship.</li> </ul>
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\*\*The significance of a publication or research product (as defined by its impact, prestige, or other quality metric) or an external grant (as defined by its substantial monetary value or prestige) may also serve together with a minimum of two other metrics above as the substitute for far exceeding expectations.

## A.4 Expectations for Service

Service contributions to the department, college, university, and community are valued and encouraged, but in most cases, tenure-seeking faculty should be encouraged to develop first as teachers and scholars, leaving serious service involvement until after a sound academic record is established (*Faculty Handbook* ¶ 3.11.5). While it can be valuable for tenure-track faculty members to explore leadership roles within professional organizations, the quantity of service commitments should be balanced against the faculty member's instructional and scholarly objectives. Similarly, engagement with community organizations for tenure-track faculty members may be suitable, even desirable, but should be pursued with input and guidance from the department head and individual faculty member's mentor. Tenure-track faculty members are encouraged to actively participate on one or two committees, either at the department or college level, until they complete their ETTR, typically in the fourth year of their probationary period.

It is anticipated that as tenure-track faculty members establish a strong track record of high-quality instruction and independent research, their involvement in service roles will gradually expand. In general, tenure-seeking faculty should limit community service to activities that are related to their research and instructional goals. Tenured faculty members are expected to have a heavier service load than tenure-track faculty, in part, to afford tenure-track faculty members more time to concentrate on their individual teaching responsibilities and research goals. Tenured faculty members typically are expected to engage in a combined total of three to four committees at the department, college, and/or university levels annually; this will differ by the composition of the department and the number of tenured faculty members. Tenured faculty also are expected to assume leadership on some committees, including serving as chairpersons (particularly departmental standing committees) over a multi-year period. As a rule, tenured faculty members also assume responsibility for more difficult committee functions at the departmental, college and/or university level.

Service to both the community and the university is a typical expectation for most tenured faculty members. However, it is important to note that this does not imply an obligation for a tenured faculty member to be heavily engaged in community service every year, particularly if community service or engagement does not align well with their research agenda within their respective disciplines. Again, this will differ based on the composition of the department and the number of tenured faculty members.

### A4.1 Excessive Service

The department recognizes that faculty members (tenured, tenure-track, and non-tenure-track) and staff may engage in service outside of their responsibilities or in effort that exceeds their designated role, which may initially be experienced as excessive service. Faculty members and staff are expected to document their service each year in a written summary for the annual performance review, as well as anticipate service in the coming year. The department head will discuss with faculty member and staff their specific job responsibilities each year during the annual performance review, which offers a formal time to bring to light excessive service. In cases where excessive service is persistent and adds value and positive impact to support the department's vision and mission, the excessive service may become formalized into named service for a faculty/staff member.

**Service: Assistant Professor**

<p><b>To Meet Expectations</b>, Assistant Professors are expected to</p>	<p>While it is rare for assistant professors to exceed expectations in service, they may be considered “exceeding expectations” if they also demonstrate one of the following:</p>
<ul style="list-style-type: none"> <li>• serve on 1-2 committees annually in the department as appropriate for individual’s workload allocation, role, and the department/college needs.</li> <li>• work toward seeking a supporting role in professional organizations or serve as reviewer for academic journals.</li> </ul>	<ul style="list-style-type: none"> <li>• serve as leadership in professional organizations.</li> <li>• serve as leadership in professional journals.</li> </ul>

**Service: Associate Professor**

<p><b>To Meet Expectations</b>, Associate Professors are expected to</p>	<p><b>To Exceed Expectations</b>, Associate Professors must demonstrate two of the following:</p>	<p><b>To Far Exceed Expectations</b>, Associate Professors must demonstrate three of the following:</p>
<ul style="list-style-type: none"> <li>• actively participate in curriculum development and review and program assessment.</li> <li>• make significant contributions and assume a leadership role in departmental committees.</li> <li>• actively participate in college and/or university-wide committees.</li> <li>• provide significant service contributions to respected national and/or international professional organizations.</li> <li>• mentor tenure-seeking faculty members.</li> <li>• serve as reviewer members for professional journals in their disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>• serving as leadership in regional, national and/or international organizations (e.g., president, vice-president, committee chair).</li> <li>• serving as leadership in respected academic journals (e.g., editor-in-chief, associate editor, guest editor, editorial board member).</li> <li>• serving other institutions as an external program reviewer or promotion and tenure external evaluator.</li> <li>• serving as leadership in college and/or university-wide committees.</li> <li>• providing service that significantly contributes to shaping the trajectory of the institution, discipline, or collaborations with the community.</li> <li>• other evidence not listed here.</li> </ul>	<ul style="list-style-type: none"> <li>• serving as leadership in regional, national and/or international organizations (e.g., president, vice-president, committee chair).</li> <li>• serving as leadership in respected academic journals (e.g., editor-in-chief, associate editor, guest editor, editorial board member).</li> <li>• serving other institutions as an external program reviewer or promotion and tenure external evaluator.</li> <li>• serving as leadership in college and/or university-wide committees.</li> <li>• providing service that significantly contributes to shaping the trajectory of the institution, discipline, or collaborations with the community.</li> <li>• other evidence not listed here.</li> </ul>

Service: Professor

To <b>Meet Expectations</b> , Professors are expected to	To <b>Exceed Expectations</b> , Professors must demonstrate three of the following:	To <b>Far Exceed Expectations</b> , Professors must demonstrate four of the following:
<ul style="list-style-type: none"> <li>• lead in curriculum development and review and program assessment or assume a leadership role on departmental committees.</li> <li>• actively participate in college and/or university-wide committees.</li> <li>• provide significant service contributions to respected national and/or international professional organizations.</li> <li>• serve as reviewer members for professional journals in their disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>• serving as leadership in regional, national and/or international organizations (e.g., president, vice-president, committee chair).</li> <li>• serving as leadership in respected academic journals (e.g., editor-in-chief, associate editor, guest editor, editorial board member).</li> <li>• serving other institutions as an external program reviewer or promotion and tenure external evaluator.</li> <li>• Serving as leadership in college and/or university-wide committees.</li> <li>• providing service that significantly contributes to shaping the trajectory of the institution, discipline, or collaborations with the community.</li> <li>• other evidence not listed here.</li> </ul>	<ul style="list-style-type: none"> <li>• serving as leadership in regional, national and/or international organizations (e.g., president, vice-president, committee chair).</li> <li>• serving as leadership in respected academic journals (e.g., editor-in-chief, associate editor, guest editor, editorial board member).</li> <li>• serving other institutions as an external program reviewer or promotion and tenure external evaluator.</li> <li>• serving as leadership in college and/or university-wide committees.</li> <li>• providing service that significantly contributes to shaping the trajectory of the institution, discipline, or collaborations with the community.</li> <li>• other evidence not listed here.</li> </ul>



## Appendix B: Expectations for Non-Tenure-Track Faculty

Evaluation of non-tenure track faculty will follow the procedures given in the *Faculty Handbook* (§ 4.3). Evaluation of non-tenure track faculty is based primarily on evidence of high-quality teaching and service, with additional consideration given to administrative work and scholarly activity related to the department's teaching mission. For non-tenure track faculty members who have a percentage of their effort allocated to research, they will be evaluated on research in proportion to their effort allocated to research.

### B1. Teaching

All non-tenure-track faculty members are expected to demonstrate good instructional skills in the classroom. Expectations for teaching are equivalent to those of tenure-track and tenured faculty members of corresponding rank. For example, teaching expectations for assistant professors of practice or lecturers are equivalent to expectations toward assistant professors.

Quality instruction involves regular assessment in a variety of ways, including student feedback (quantitative scores and qualitative comments), peer teaching evaluations, evidence of student success (e.g., high senior exam performance and certification pass rate, student presenting at local, regional, national and international professional meetings, and student awards), teaching awards, scholarship of teaching and learning, leadership positions in education-oriented organizations, participation in university Teaching and Learning Innovation workshops and training, judging student presentations at conferences, taking part in redesigning the curriculum, assisting with accreditation efforts, and serving as a faculty advisor for student clubs/organizations.

The expectation is that a non-tenure-track faculty member consistently seeks to improve their course evaluations (e.g., by attending a teaching workshop provided by Teaching & Learning Innovation, seeking feedback from peers), specifically if scores in certain areas are below 3.0 (rated on a 5-point scale, 5 is strongly agreed score).

For non-tenure-track faculty, two peer teaching evaluations are expected during their initial appointment; One of the two peer teaching evaluations needs to be conducted by a panel consisting of a minimum of three full-time faculty members (tenured, tenure-track, and/or non-tenure-track faculty), with at least one member from a department outside of the department. It is recommended that the first peer review be conducted in the second semester of the initial appointment and the second one no later than the semester before their reappointment. Following promotion to senior lecturer, distinguished lecturer, associate professor in practice, or professor in practice, one peer teaching evaluation is expected during each reappointment contract period.

### B2. Service

Non-tenure-track faculty are expected to show engagement within the department; to participate, when requested by the department head, in the work of the college and university (e.g., outreach, student recruitment, orientations), and to serve the discipline through involvement in regional, national, and/or international organizations. Service to the teaching mission of the university is particularly important; this may be accomplished through serving on curriculum review committees at department, college, or university levels, judging student presentations at conferences, contributing to redesigning curriculum, assisting with accreditation efforts, and serving as a faculty advisor for student clubs/organizations.

### B3. Research and Creative Activities

The research expectations for a non-tenure track faculty member are dependent on the percent effort allocated to research/scholarship/engaged scholarship. For example, if research effort allocation is 50% that of a tenure-track faculty member, then research productivity is expected to be proportional. Just as with tenure-track faculty, non-tenure track faculty who expend effort on research/scholarship/engaged scholarship are expected to document their productivity through the APPR and the university's faculty activity reporting system.

Non-tenure-track faculty members who have no effort allocated to research/scholarship/engaged scholarship, need not be evaluated in this area. However, the faculty member is permitted to engage in research as time allows and may include research activity under the category of "other evidence of excellence" in their dossier.