APPOINTMENT, PROMOTION AND TENURE
ROLLINS SCHOOL OF PUBLIC HEALTH

I. FACULTY PROMOTION (OR APPOINTMENT) WITH TENURE

PROCESS
- Candidate assembles, in consultation with department chair, dossier contents
- Senior faculty in department review the dossier and decide whether to proceed with promotion (for promotion to associate professor, senior faculty include all tenured members; for promotions to the rank of professor, only full professors)
- Associate dean for academic affairs, in consultation with the chair, solicits external reviews
- With reference to dossier and external reviews, senior faculty decide whether to recommend promotion
- If faculty member is recommended for promotion, department chair writes letter addressed to the dean transmitting the decision, including the department faculty vote, basis or rationale for the promotion, concerns of faculty who may not be supportive, etc. The letter should be sent to the associate dean for academic affairs.
- Chair transmits to associate dean for academic affairs who suggested the names of the external evaluators (candidate, faculty, chair), which external evaluators declined to review the candidate and, as best as can be ascertained, why
- Associate dean for academic affairs prepares dossier for RSPH Appointment, Promotion and Tenure (APT) Committee which meets monthly
- APT Committee reviews and votes; The committee chair and associate dean for academic affairs compile APT Committee vote and assessment in a letter to the dean (May be minority report of APT member if split vote)
- Dean writes recommendation letter to Provost with reference to department and APT review and sends letter to the Executive Vice President of Health Affairs for review (co-signs dean’s letter conveying approval)
- Dossier and dean’s letter is forwarded to President’s Advisory Committee (PAC meets periodically through the academic year)
- In consultation with PAC, President and Provost make their recommendation to the Board of Trustees

(Note: Appeal process for denial of promotion are found in the RSPH Appointment, Promotion and Tenure Guidelines, Section XVI)

CONTENT OF DOSSIER ASSEMBLED BY FACULTY MEMBER (see suggested content and format for listed components below)
- Current CV
- One-page summary CV
- Five-Page Personal Statement
- Teaching Portfolio
- Service Portfolio (Optional)
- Representative Publications (5-6)
Each component of the dossier may be submitted to the Associate Dean for Academic Affairs as a separate PDF. The pages of individual dossier components such as the full CV and personal statement should be numbered but the entire dossier should not be consecutively numbered because the components and format change at different states of the review process.

**TIMING OF PROCESS: PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR WITH TENURE**

It is preferable to complete a promotion and tenure review during the sixth year as tenure track faculty in limited appointments (i.e., assistant professor without tenure) may not continue beyond the seventh year without an award of tenure. In the case of a negative outcomes, completion of the review during the sixth year allows time for an appeal or for transition during the terminal seventh year.

**Completing the review in the sixth year of a limited appointment as Assistant Professor:**

- **August:** Submit materials to chair
- **September:** Senior department faculty review materials and decide whether to initiate the process (i.e., intend to recommend promotion)
- **October:** Chair and associate dean for academic affairs request external reviews from six leading experts (from list provided by candidate and senior department faculty members)
- **January:** Senior department faculty decide whether to recommend promotion and tenure with reference to external review letters and record
- **January/February:** Chair transmits department recommendation to dean (including rationale and vote) in writing with dossier (sent c/o associate dean for academic affairs)
- **February/March:** Appointment, Promotion and Tenure Committee reviews dossier and letters and makes a recommendation to the dean
- **February/March:** With reference to the APT Committee and department recommendation, if there is a decision to promote, the dean makes a recommendation to the Provost
- **February/March:** Dean drafts letter summarizing the case for promotion
- **February/March:** Dean solicits approval of Executive Vice President for Health Affairs (who must co-sign the letter)
- **April:** Submission to PAC with dean’s letter (deadline normally early April for last meeting of the academic year)
- **April:** PAC reviews case with President and Provost
- **May:** President and Provost make recommendation to the Academic Affairs Committee of the Emory University Board of Trustees
- **June:** President notifies candidate of decision following Board of Trustees approval
Completing the review in the seventh year of a limited appointment as Assistant Professor (alternative schedule):

- The review process may occur later in the academic year with the PAC review and Board of Trustees decision on promotion and tenure coming during the first semester of the seventh year of a limited appointment as assistant professor.
- APT Committee conducts its review and makes a recommendation to the dean in April-July
- The dean makes a recommendation in June-August with a submission to the PAC by September 1, in time for their initial meeting of the academic year.
- The President and Provost would make their recommendation to the Board of Trustees in November
- This later review schedule allows the candidate less time for appeals of negative decisions or to seek alternative employment in the event of termination.

TIMING OF PROCESS: NEW FACULTY APPOINTMENTS WITH TENURE OR PROMOTION FROM ASSOCIATE TO FULL PROFESSOR IN TENURE TRACK

New faculty appointments with tenure and promotions from associate to full professor may be initiated at any time during the year. The same process and dossier content are required as with promotion from assistant to associate professor with tenure.

- Senior department faculty review materials and decide whether to recommend the new appointment with tenure or to initiate a promotion to Professor
- Chair and associate dean for academic affairs request external reviews from six leading experts (from list provided by candidate and senior department faculty members). This normally takes at least 6 weeks.
- Senior department faculty decide whether to recommend promotion and tenure with reference to external review letters and record
- Chair transmits department recommendation to dean (including rationale and vote) in writing with dossier (sent c/o associate dean for academic affairs)
- Appointment, Promotion and Tenure Committee reviews dossier and letters and makes a recommendation to the dean. APT Committee normally meets monthly.
- With reference to the APT Committee and department recommendation, if there is a decision to promote, the dean makes a recommendation to the President and Provost
- Dean drafts letter summarizing the case for promotion
- Dean solicits approval of Executive Vice President for Health Affairs (who must co-sign the letter
- Submission to PAC. PAC normally meets in September, October, January, March and April.
- PAC reviews case with President and Provost
- President and Provost make recommendation to the Academic Standards Committee of the Emory University Board of Trustees. Academic Affairs Committee of the Board of Trustees normally convenes in October, November, February, March, April and June.
- President notifies candidate of decision following Board of Trustees approval
NOTES ON NEW FACULTY APPOINTMENTS WITH TENURE

• A faculty member with an intended appointment as Professor with tenure is considered to be an Acting Professor until the appointment is approved by the Board of Trustees.

• When offering a newly recruited faculty candidate a position that is anticipated to come with tenure, it is wise to circulate the candidate’s CV to the Appointment, Promotion and Tenure Committee for a preliminary review to ensure that the rank and status will likely be recommended at a later time when the dossier is formally presented.

ROLLINS SCHOOL OF PUBLIC HEALTH CRITERIA FOR PROMOTION IN TENURE TRACK RANK OR APPOINTMENT WITH TENURE

Candidates must demonstrate achievement in teaching, research and service or public health practice. The faculty member must be excellent in at least one of the three areas and at least very good in the others.

Criteria for documenting excellent and very good achievements in teaching, research and service or practice are described in the RSPH Appointment, Promotion and Tenure Guidelines, Section IV.

EMORY UNIVERSITY CRITERIA FOR PROMOTION AND TENURE (included in letters requesting external reviews)

“Standards for appointments at rank, along with promotion and tenure, reflect the expectations that a faculty holds of its members. Candidates for appointment or promotion to Associate Professor must show academic excellence, including meritorious scholarship, creative inquiry, and teaching, as well as have the demonstrated promise to become leaders and transform their field as their career progresses.

Candidates for appointment or promotion to Professor must show scholarly excellence and be established, nationally or internationally, as among the most distinctive and recognized voices in their discipline, consistently examining and addressing their field’s most pressing questions.”

EXTERNAL REVIEWS REQUIRED for PROMOTION AND TENURE

External Reviews
The associate dean for academic affairs will send a dossier forwarded by the department to six or more external evaluators containing the following:

- Current CV
- Personal Statement
- 5-6 Representative Publications
- RSPH Promotion and Tenure Guidelines
- Teaching Portfolio
- External Evaluator Form (reporting relationship of external reviewer to candidate)
- If assessments from external evaluators are sought on achievements in teaching and service, additional materials pertaining to those contributions may be included.

**External Reviewers**
The university requires “arms-length” evaluations from leading scholars working in areas similar to that of the candidate. Thus, external reviewers:

- Must be senior faculty at peer academic institutions or strong departments (For promotion to full professor, all external reviewers must be at the rank of Professor or equivalent status)
- Are recommended by the candidate, senior department faculty, department chair and associate dean and selected by the associate dean in consultation with the chair
- May not be personally or professionally close to the candidate (e.g., former teachers, family members, close friends, past or current research collaborators, etc.), but evaluators may have had some professional interaction with the candidate
II. FACULTY PROMOTION WITHOUT TENURE

PROCESS
• Candidate assembles, in consultation with department chair, dossier contents
• Senior faculty in department decide whether to proceed with promotion (for promotion to associate professor, senior faculty include all tenured members; for promotions to the rank of professor, only full professors)
• Chair solicits three external reviews (persons with the expertise to evaluate the candidates’ contributions who are not appointed to the Emory University faculty)
• With reference to dossier and external reviews, senior faculty decide whether to recommend promotion
• If faculty member is recommended for promotion, department chair writes letter addressed to the dean transmitting the decision, including the department faculty vote, basis or rationale for the promotion, concerns of faculty who may not be supportive, etc. The letter should be sent to the associate dean for academic affairs.
• Associate dean prepares dossier for RSPH Appointments, Promotion and Tenure (APT) Committee which meets monthly
• APT Committee reviews and votes; The committee chair and associate dean for academic affairs compile APT Committee vote and assessment in a letter to the dean (May be minority report of APT members if split vote)
• With reference to the APT Committee and department recommendations, dean decides whether to approve the appointment or promotion and informs the department chair

CONTENT OF DOSSIER ASSEMBLED BY FACULTY MEMBER (see suggested content and format for listed components below)
• Current CV
• Five-Page Personal Statement
• Teaching Portfolio (If part of the candidate’s role in the school)
• Service Portfolio (Optional)
• Representative Publications (3-5)

TIMING OF PROCESS: PROMOTION WITHOUT TENURE
Appointments or promotions of faculty members not involving tenure may be initiated at any time during the year.
• Senior department faculty review materials and decide whether to recommend the new appointment with tenure or to initiate the promotion
• Chair requests reviews from three external experts (from list provided by candidate and senior department faculty members). This normally takes at least 6 weeks.
• Senior department faculty decide whether to recommend promotion with reference to external review letters and record
• Chair transmits department recommendation to Dean (including rationale and vote) in writing with dossier (sent c/o Associate Dean for Academic Affairs)
• Appointment, Promotion and Tenure Committee reviews dossier and letters and makes a recommendation to the dean. APT Committee normally meets monthly.
• With reference to the APT Committee and department recommendations, dean decides whether to approve the promotion and informs the department chair
ROLLINS SCHOOL OF PUBLIC HEALTH CRITERIA FOR PROMOTION IN THE RESEARCH OR CLINICAL (NON-TENURE) TRACKS

Promotion of non-tenure track faculty members will be considered for those who are making a substantial and meaningful contribution to the mission of the department and school and document achievements that are considered to be “excellent” in at least one of the three domains (teaching, research and service/practice) or “very good” in at least two domains.

Criteria for documenting excellent and very good achievements in teaching, research and service or practice are described in the RSPH Appointment, Promotion and Tenure Guidelines, Section IV.
III. APPOINTMENT OF NEW FACULTY MEMBER WITHOUT TENURE

- Chair assembles materials collected by search committee: Candidate’s CV, reference letters, search documents and other materials
- Tenure track faculty in department decide whether to recommend the faculty appointment
- If department faculty recommend the appointment the chair forwards the candidate’s CV, search process materials and other relevant documents to the dean c/o the associate dean for academic affairs
- Dean decides whether to approve the faculty appointment in consultation with the associate dean for academic affairs
- Offer letters to new faculty are co-signed by the department chair and associate dean for academic affairs
- Associate dean for academic affairs informs the Appointment, Promotion and Tenure Committee of the faculty appointment (consent agenda)
IV. THIRD YEAR REVIEW IN TENURE TRACK

PROCESS

• As part of the ongoing evaluation and mentoring of junior faculty, the Department and Appointment, Promotion and Tenure Committee review the progress of all non-continuous tenure-track faculty members (assistant professors) at the end of their third year of employment.
• Candidate assembles, in consultation with the department chair, contents of a dossier
• Chair circulates dossier to tenured department faculty members requesting their assessment of the candidate’s accomplishments in teaching, research and service and progress towards promotion and tenure.
• Chair prepares letter compiling tenured faculty members’ assessments.
• Chair forwards the letter with the candidate’s dossier to the associate dean for academic affairs who presents it to the Appointment, Promotion and Tenure Committee
• Chair of the Appointment, Promotion and Tenure Committee and associate dean for academic affairs prepare a letter describing the assessment of APT committee members on the candidate’s accomplishments in teaching, research and service and progress towards promotion and tenure. Letter may recommend actions the candidate may take to strengthen their record.
• APT Committee’s letter is sent to the department chair who is expected to share and discuss the letter and its implications with the candidate.

CONTENT OF DOSSIER ASSEMBLED BY FACULTY MEMBER (see suggested content and format for listed components below)

• Current CV
• Five-Page Personal Statement (accomplishments and future plans for teaching, research and service)
• Teaching Portfolio (e.g., syllabi for courses taught, student course evaluations, etc.)
• Representative publications (3-5)

TIMING OF PROCESS

It is desirable to provide information to candidate by the middle of the fourth year to allow time for the candidate to consider and adopt recommended actions to strengthen record

• August (following third year): Submit dossier to department chair
• September/October: Chair collects assessments of tenured faculty members
• October/November: Chair prepares letter compiling assessments and forwards (with dossier) to associate dean for academic affairs
• November/December: APT Committee assesses record and provides a letter to the chair and candidate with review and recommendations
V. COMPONENTS OF DOSSIERS

CURRICULUM VITAE
The Rollins School of Public Health does not have a required Curriculum Vitae format. At a minimum the CV should include the following:

- Name
- Office Address
- Current Titles and Affiliations (RSPH title, institution, date of appointment)
- Previous Academic and Professional Appointments (title, institution, date of appointment)
- Education (chronological order; years, degree, institution)
- Other professional training
- Bibliography (Number in chronological order. Authors, year, title, journal, volume, complete page numbers. Asterisk student co-authors.)
  - Published and accepted articles in refereed journals
  - Manuscripts submitted (original research articles submitted for publication or currently in revision)
  - Book chapters
  - Books edited and written
  - Other published papers, reviews, manuals, teaching aids, computer programs, abstracts
- Paper Presentations (chronological order. Authors, year, title, meeting; asterisk student co-authors)
- Invited Presentations (chronological order. Authors, year, title meeting)
- Grant Support [investigator status (e.g., PI, Co-PI, etc.), source, title, award type, direct costs, years]
  - Active Support
  - Previous Support
  - Pending
- Teaching Activities
  - Courses taught
    - At School/University
    - Outside the university (e.g., workforce training)
  - Supervisory Teaching
    - Thesis Committees: Chaired or served on
    - Dissertation Committees served on
    - Dissertation Chair (Name, dates, current status of student)
    - Post-Doctoral Advisement (Name, dates, current status of student)
    - Other Mentoring of Students (e.g., mentored research grants, research assistant training and supervision)
  - Other contributions to teaching such as scholarship on teaching or teaching materials
  - Mentoring of faculty members
- Professional Service Activities
  - Committee or Panel Memberships (National and International; Regional: Institutional with office held, if any and years)
Peer Review Activities
  - Grants (National or International; Regional; Institutional)
  - Manuscripts (journals for which you are an ad hoc reviewer)
- Conference Abstracts (National and International; Regional)
- Consulting or Technical Assistance
- Editorships or Editorial Boards (journal name, years)

- Honors and Awards
- Professional Society Memberships
- Community Outreach
- Contributions Not Otherwise Noted
PERSONAL STATEMENT
The personal statement should be limited to 5 pages and written in the first person. It is an opportunity to convey to people who do not know you or your background, your expertise, passion and plans for the future. Describe your contributions to research, teaching and service or practice and anticipated plans for the next five years.

The personal statement is read by senior faculty members in the department and school, members of the President’s Advisory Council and External Reviewers. Ideally, it should be understood by those outside your field of expertise and provide some context for what is included in the CV.

Describe your principal areas of research and major scholarly contributions. You may wish to call attention to research as illustrated by publications included in the dossier. Note the significance of your contributions for the field or public health more generally, particularly if they have had an impact on policies, procedures or scholarly inquiry. You may include additional information on the impact of your publications through information on citations or citation indices.

Describe your contributions to teaching, particularly any innovations in or outside the classroom. Reference student and peer evaluations of teaching and any recognition received for contributions. Note actions taken to develop or improve teaching skills. The statement may reference documents in the teaching portfolio.

Describe service activities in your department, school and university, leadership positions and contributions to those groups you have served. Describe professional service to national or international, regional and local organizations, leadership positions and notable contributions to those groups you have served. Describe how your efforts or scholarly contributions have advanced the practice of public health or the well-being or populations.
TEACHING PORTFOLIO
RSPH does not have a required format for the portfolio. Documenting excellence in teaching may require a more substantial portfolio but what follows suggests an organization of material that address promotion criteria.

• **Narrative**
  o Can be derived from or elaborate on personal statement on teaching (fine if it substantially overlaps)
  o Provides context for documents included in the dossier
  o Opportunity to demonstrate that you are “engaged” or invest effort in the teaching enterprise
  o Normally starts with general approach to or philosophy of teaching and its impact on you teaching, e.g., course organization and format, student evaluation, course assignments, etc.
  o May comment on special challenges, e.g., courses that may have improved with experience and changing content or formats that could be reflected in student course evaluations
  o Note additional training sought to improve teaching skills

• **Formal Classroom Teaching**
  o Courses taught with representative syllabi
  o Illustrated innovations in curriculum development or approaches to teaching

• **Evaluation of Teaching**
  o Students:
    ▪ Scale Scores table for past 3-4 years (can provide summary table)
    ▪ Representative student evaluation comments (present excerpts that fit with your narrative regarding your approach to teaching, special achievements, etc.)
    ▪ Letters or communications by students referencing teaching
  o Peer Evaluations (other faculty who assess quality of instruction):
    ▪ Comments on course content and organization
    ▪ Observations of classroom or other teaching with comment on strengths and weaknesses
  o Awards or similar recognition

• **Teaching/Training Outside the Classroom**
  o Continuing education or workforce development activities
  o Informal teaching and training, e.g., student research assistants
  o Evaluations of the quality or impact of this teaching/training

• **Mentoring of Students—Lists (note special achievement of students you advised)**
  o MPH thesis advisees
  o Doctoral dissertation: advisees and committees (current positions of advisees)
  o Post-doctoral students: (current positions of advisees)
  o Other Mentoring—students taught as employees on grants, etc.
  o Articles published or papers presented with student co-authors (may reference what is in the CV)
  o Letters from former students attesting to the value of your mentoring

• **Mentoring of Faculty**
  o Particularly relevant for promotion to Professor
  o Note achievements of mentees to which you contributed
  o Letters from mentees on your contributions
• **Teaching Related Materials You Developed**
  o List textbooks, articles, chapters adopted for teaching
  o List websites, software, media used for teaching
• **Teaching Related Scholarship (e.g., research or publications on teaching)**
• **Other Contributions to Teaching (e.g., committees, initiatives, etc.)**
SERVICE PORTFOLIO
A service portfolio is not required and much of the information is likely to be included in the CV and personal statement. Faculty who wish to make a case for excellence in service may use the portfolio to document their contributions. There is no prescribed format for a service dossier but the following suggests information that may address promotion criteria.

• **Narrative**
  o Can be derived from or elaborate on personal statement on service (fine if it is substantially overlaps)
  o Provides context for documents included in the dossier
  o Opportunity to demonstrate that you are “engaged” or invest effort in service or the practice of public health
  o If making the case for excellence, describe how your contributions to public health practice have had a substantial impact on the improvement of public health and/or the effectiveness of organizations and programs that deliver services to improve public health

• **Activities Contributing Service to Profession/Society or Advancing Public Health Practice**
  o University
  o Local
  o Regional
  o National or International
  o Evaluations of contributions (Honors and awards, letters on contributions, impact on adoption of new policies, evidence of impact or outcomes, etc.)

• **Editorships or Editorial Boards**

• **Scholarship Contributing to Advancement of Practice (Applications, Translations, etc.)**
REPRESENTATIVE PUBLICATIONS
RSPH does not require a particular number of publications but the norm for promotion in the tenure track is 5-6. The publications are normally read and commented on by external reviewers who view them as illustrations of the quality and significance of the candidate’s scholarship.

Because the articles are intended as demonstrations of the candidate’s contributions to the field, the candidate should be the first or senior author on those selected for inclusion. Candidates frequently mention the included articles as “milestones” of their programs of research in the personal statement. The articles have normally been published in high impact journals. The dossier may include articles in press or under revision that establish the direction or trajectory of scholarship.
VI. CONTENTS OF DOSSIER for SUBMITTED TO PRESIDENT’S ADVISORY COMMITTEE

PART I

• Cover sheet
  o Full name of candidate with terminal degree
  o Candidate’s current rank and title
  o School
  o Candidate’s proposed rank and proposed effective date (either September 1 or “upon approval of the Board”)
  o Assessment of research, teaching and service and the basis on which the candidate is being proposed for promotion and tenure

• Dean’s Letter that includes:
  o Introductory paragraph with recommendation, candidate’s name, proposed rank, and effective date (must be September 1 or “upon approval by the Board”)
  o Faculty members who arrive prior to approval of the Board shall carry the title of Acting Professor (or Acting Associate Professor if intention is to offer tenure upon arrival)
  o Process/chronology paragraph summarizing the review process
  o External reviewers paragraph
  o Candidate’s background
  o Candidate’s broad field and subfield, evidence of whether or not these fields continue to be intellectually vibrant and promising of important contributions
  o Candidate’s contribution to the discipline’s ongoing intellectual agenda and how these contributions connect to the vision and strategic plan if the academic unit and Emory University
  o Issues in faculty committee (APT) report
  o When applicable, issues in department chair’s report
  o Dean’s critical perspective and independent recommendation which includes an assessment of the candidate, a brief description of the cohort within which the candidate was evaluated, candidate’s credentials, candidate’s teaching, research and service, and candidate’s career trajectory. Also includes: value of the candidate to the unit and the University; stature relative to others in their cohort in their field; and the candidate’s expected trajectory going forward.

• Letter from school-based committee (APT) to the dean
• Letter from the department chair to the dean
• One-page summary curriculum vitae
• External reviewers
  o Copy of solicitation letter to external reviewers
  o Copy of the school’s most recent promotion and tenure guidelines from the unit-based Handbook that was shared with the external reviewers
  o Six letters from external reviewers including the signed External Reviewer Form
  o Brief biographical description of each reviewer and relationship to candidate
  o If applicable, letters from internal reviewers
• Candidate’s personal statement (maximum of five pages) on research, teaching and service
• Candidate’s full CV
PART II
• Teaching Portfolio
• Service Portfolio (optional)
• Copy of the selected scholarly work submitted to external reviewers

PART III
• External Reviewer Tracking Form
  o List of all persons asked to serve as external reviewers
  o If declined, reasons given
  o Who recommended external reviewers--candidate, senior department faculty, chair or deans (prefer that half, or less, of reviewers are determined by the candidate to assure “arms-length” process

PART IV
• Dean’s Letter
• Candidate’s One-Page CV

Revised May 30, 2015