

Policy and Procedures for Tenure and Promotion Evaluation of Tenure-Eligible Faculty Members – *General Requirements and Domains of Excellence – Faculty of Health Sciences, American University of Beirut*

(Document approved for FHS AY 2018-9)

Introduction and Mission/Vision

The aim of public health is to promote and protect the health of populations, in contrast to medicine which addresses health at an individual level. Public health as an academic discipline is an applied field that combines the traditions and methods of several different component disciplines. Varied definitions of public health as a field exist, reflecting differences in national contexts and the history of the field in those contexts. A commonly used early definition is that public health is: “The science and art of preventing disease, prolonging life, and promoting health through the organized efforts and informed choices of society, organizations, public and private communities, and individuals.”¹ More recently, the US Institute of Medicine has defined the field as: “Fulfilling society’s interest in assuring conditions in which people can be healthy.” (Institute of Medicine, 1988).

Public health has a strong focus on what are called the “social and economic determinants of health”, dating back to the work of Rudolph Virchow (1821 – 1902), considered as one of the founders of public health. As more recently formulated in a World Health Organization commission on the social determinants of health, these describe the “conditions in which people are born, grow, live, work and age” (Marmot & Allen, 2015). The burden of ill-health is, however, often inequitably distributed across social groups. For example the most exposed to environmental pollutants or occupational hazards are often the most disadvantaged with little protection. Therefore, public health, dating from the time of Virchow and other founders of the field, has been centrally concerned with questions of social justice and equity.

Academic public health is an independent academic field but with strong and organic links to other disciplines and professions. These include the obvious links to the basic sciences (particularly Biology) and with medicine and nursing, in the latter’s focus on patient care and individual health outcomes. It also extends, however, to the social sciences in its focus on politics, society and behavior. Many public health researchers engage issues of economics in studying the cost, financing and efficiency of health-care and health-systems. Similarly, public health is integrally linked to nutrition and food security, given the importance of food consumption for health, and indeed in many schools of public health in the US have nutrition experts and programs. Finally, public health and engineering find ground for partnerships in, for example, the search for technical solutions to public health problems. Moreover, some of the tools of public health, such as epidemiologic methods, can be applied to other disciplines, such as agriculture and food sciences. Public health is now increasingly being taught in the US as an undergraduate liberal arts education. Indeed, in the US, public health was reported to be the ninth fastest growing category among

undergraduate majors according to the Classification of Instructional Programs (CIP) in 2015 (Leider et al., 2015).

It is generally considered that the field of public health is made up of five sub-disciplines or core areas, as follows:

- 1) Social and Behavioral science applied to health/health promotion/health education.
- 2) Biostatistics .
- 3) Epidemiology.
- 4) Health services administration/health management/health policy.
- 5) Environmental health.

The above categorization of the sub-disciplines of public health internationally had an influence on the formation of departments at FHS, which are organized to correspond loosely to these fields. In addition, however, the Faculty hosts a program in health professions (combining the new undergraduate programs in Radiography and Audiology as well as its longstanding program in Medical Laboratory Sciences). A number of faculty members at FHS are basic scientists, such as in virology or toxicology, both in the health professions and in the Environmental Health department. A significant number of faculty members at FHS are also social scientists working on health.

Research at FHS is aligned with the FHS mission and vision in its aim to raise public understanding of the social determinants of health and to influence/inform policy and practice of public health in Lebanon and the region. The Leiden manifesto on research metrics² argues that research that aims primarily to contribute to academic knowledge should be assessed differently than that which is seeking to propose solutions to societal problems.

FHS' mission and vision are presented below (*italics for emphasis*):

Mission [under revision]: The Faculty of Health Sciences prepares professionals in the disciplines of public health and health sciences through graduate and undergraduate programs, and trains future physicians in public health. *It contributes to knowledge and the improvement of the public's health in the region by conducting scholarly and relevant interdisciplinary research and responding to priority health issues* and training needs in collaboration with stakeholders. In all its functions, FHS promotes and adheres to the principles of ethics, social justice, and collective responsibility.

Vision [under revision]: The Faculty of Health Sciences is the leading school of public health in the region serving the wellbeing of people and communities by *conducting research and service that influence policy and practice* and by preparing competent health professionals who are agents of change in society. Through its vital regional role in knowledge production and advocacy for social justice, FHS aspires to shape the global public health discourse.

I. Tenure and Promotion Evaluation: Domains of Excellence

Granting tenure is a recognition by one's peers and by the university of achieved distinction in the areas of research, teaching and service, in the advancement of the mission of the university, and ultimately in the career trajectory of faculty members. Therefore, tenure should be granted to faculty members whose high standards of scholarly achievements in serving the university's mission and potential for effective long-term performance warrant the institution's reciprocal long-term commitment. The process of evaluating candidates for tenure and/or promotion is essentially an inquiry, to evaluate whether they are accomplished scholars and significant contributors to their fields, in comparison with peers at similar points in their careers, while taking into account the candidate's discipline and working conditions in terms of available resources for research, teaching load, opportunities for service and mentoring support.

This document describes the domains of excellence in research, teaching and service for the evaluation of tenure-eligible faculty members applying to the ranks of tenured associate professor and tenured professor based on the university policy. In addition, it includes considerations specific to public health and the Faculty of Health Sciences, so that expectations and information are consistent with its context and disciplines. The application process for faculty members and the evaluation stages should follow the procedures based on the university policy.

Measures of accomplishment in each of the categories of research, teaching, and service are presented in the section below. In considering an individual for promotion or tenure, his or her strengths should be the primary consideration in providing evidence concerning a case. The indicators assessed may vary from one candidate to another depending on the candidate's discipline within public health and their contributions. Hence, the list of indicators in each category is neither exhaustive nor required in its totality, unless otherwise stated.

Research Domains of Excellence

In considering a faculty member for tenure and promotion, a comprehensive assessment of contributions, achievements and impact should be conducted based on the below research domains of excellence. The level of excellence should be acknowledged by internal peers and internationally established external experts who can objectively and comprehensively evaluate the candidate's scholarly contributions.

Below we outline some of the specificities about research conducted on public health at FHS according to the above mission that have implications for the assessment of faculty for tenure. These are organized into five overarching themes.

- 1) **REGIONAL AND NATIONAL FOCUS AND RESPONSIVENESS:** Implicit in the above statements is the priority given within the public health field internationally and at FHS to analyzing and responding to changing public health conditions in Lebanon and the region. Thus the research of many faculty members has focused over many decades on the effects of

war, forced migration and civil disruption on public health but particularly since the Syrian crisis erupted in 2011.

- 2) **LINKS BETWEEN RESEARCH/TEACHING/SERVICE:** Value is placed at FHS on the interconnections between teaching, research and service and faculty with incentives to bring research findings into the classroom, involve students in research and conduct research which has implications for practice. In turn there is a shared commitment to bring research findings back to communities, institutions and others who can benefit from them.
- 3) **LACK OF DATA:** A key distinction between public health research in the Arab/Eastern Mediterranean region compared to the US, Canada or Europe is the lack of availability of key public health data across sub-fields. This is due to a number of reasons including that the public health field is still underdeveloped in the region, and that the region lacks a tradition of even routinely collected government statistics and of making data publically available (often for political or security reasons). A case in point is the one and only census of Lebanon was conducted in 1932 under the French Mandate. Thus key data are not available for FHS researchers as it would be for their counterparts elsewhere and this applies across the sub-fields of public health. Thus in many cases, faculty members need to resort to doing primary data collection which builds up the data-base in their fields but which is laborious and time-consuming.
- 4) **FOCUS ON EMPIRICAL RESEARCH:** Both due to the nature of the public health field as well as the lack of available data, much of the research at FHS requires an empirical research. Given that most of this research also relies on fieldwork on human research subjects and on sometimes sensitive topics, securing IRB approvals can be time-consuming. Because public health researchers at FHS prioritize working with disadvantaged or marginalized populations (such as refugees) field research is often challenging. Such research also typically involves obtaining extensive research permissions.
- 5) **OPEN-ACCESS PUBLICATION:** The major public health funders and governments are now requiring that all public health research that they support through their funding is published through open-access publications. Therefore FHS faculty members tend to prioritize open-access venues. In the case of publishing their research in subscription journals that also offer a choice of publishing open-access on the payment of fee by the author, FHS faculty members tend to choose the latter and our funders have been supportive of using grant funds for that purpose. A review conducted for this report of major public health funders found that WHO, the US National Institutes of Health, IDRC (Canada) and the Canadian Institute for Health Research as well as the Wellcome Trust (UK) insist that research funded by their institutions be published open-access. This is also true increasingly of bilateral funding organizations such as the Department for International Development (UK) and multilateral institutions such as the European Union.

III.A High-Quality Scholarship: Demonstrate excellence via a record of original research output or creative work published or realized in high quality peer reviewed venues, as judged by experts in the discipline. The produced body of scholarship should form the basis for assessment and should advance knowledge in the candidate’s respective field(s). In addition, seeking and/or securing external research funding to undertake and expand scholarly contributions should be demonstrated, when applicable in the discipline.

The indicators specific to public health and FHS reflecting research quality bear strong similarities to those in other fields. Due to the fact that much of public health research is empirical in nature, and in the case of public health region often serves to build up basic data that is lacking, it is an additional expectation of research quality that faculty members regularly apply for and where possible obtain research funding. The ability of researchers in different disciplines and on different fields varies, and in some fields (such as Biostatistics for example) it is difficult to be a Principal Investigator on grants. In the case of the researchers in the basic sciences, it requires funding for laboratory and equipment costs, as well as adequate space.

<i>Dimensions/Descriptors</i>	<i>Definition adopted</i>	<i>Examples of type of evidence</i>
High quality scholarship	<ul style="list-style-type: none"> • Significance of research question • High quality publications • Originality of research • Applying for and obtaining research funding • Sources of funding 	<ul style="list-style-type: none"> • Peer assessment of publications • Peer assessment of research statement • Citations of articles/H index • Quartile of journals (Expectation that faculty should aim to maximize publications in the first and second quartiles) • Reputation of publishers of books/monographs • Expectation that assistant professors should aim to secure grant funding at least from intramural/competitive sources and where possible from extramural sources, while at other ranks faculty should aim to secure grant funding from extramural competitive sources). Research grants applied for • Sources of research funding (intramural vs

		extramural, scope - national, regional or international; type e.g. UN agency, private, NIH etc.) <ul style="list-style-type: none"> • Actual grants received over time
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III.B Independent Scholarly Identity: Demonstrate excellence via independent contributions reflecting research or creative work identity. In many fields of research, establishing effective and relevant collaborations with colleagues and international partners, within the discipline or across multiple disciplines, is necessary and highly valued. Nonetheless, it is essential that the candidate's individual intellectual contributions be clearly identifiable and highlighted as part of the assessment process.

The following indicators form the basis for evaluating applications in terms of independence at the Faculty of Health Sciences:

Independence	<ul style="list-style-type: none"> • Independent intellectual contribution of value that advances field/discipline • Independence from PhD supervisor in publications/research (only for assistant professors) 	<ul style="list-style-type: none"> • Peer assessment of research statement • Role in research work (PI vs Co-I) • Authorship position of publications (including corresponding author) • Role in grant writing (PI vs other)
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III.C Focus and Coherence: Demonstrate excellence via a clear agenda of research or creative work with one or more themes directed towards achieving major objectives and goals. The produced body of scholarship should reflect a level of coherence and purposefulness, and should reflect the candidate's level of expertise in the discipline.

The following indicators for, the basis for evaluating focus and coherence in the Faculty of Health Sciences:

Focus and coherence	<ul style="list-style-type: none"> • Developed research agenda • Thematic coherence 	Peer assessment of research statement <ul style="list-style-type: none"> • Peer assessment of publications
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III.D Trajectory of Growth: Demonstrate excellence via continuous development in research or creative work, sustained scholarly output, and potential for effective long-term performance. This should be evidenced via a record showing an increasing level of quality and value over the years in rank, while taking into consideration transitions in the candidate’s program of research or creative work in addition to undertaking any major academic appointments or responsibilities. The trajectory of growth should also constitute a clear basis for projecting sustained excellence into the future.

The following indicators form the basis for evaluating the trajectory of growth in the Faculty of Health Sciences:

<p>Trajectory of growth</p>	<ul style="list-style-type: none"> • Potential for continued growth; • Clear evidence of a cumulating research agenda; • Sustained research productivity and grant applications showing upward trajectory over time • Quantity of publications • Grants raised over time (as PI or co-PI) 	<ul style="list-style-type: none"> • Assessment by peers given knowledge of disciplines • Timing of publication • No unexplained gaps • Sustainability in abstracts submitted and research papers presented at national, regional and international conferences/meetings (Recommend one per year minimum)
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III.E Scholarship of Application: Some disciplines are more oriented than others to the production of research or creative work that addresses real world problems or issues and that aims to contribute to policy, practice, and/or society.

Knowledge translation, which includes contributions that translate research findings or creative works to the public and key actors to inform and/or influence policy, practice, and/or society, is a central expectation and required aspect of FHS faculty research in order that the research conducted can inform public health practice and programs allowing for disciplinary variations even within public health. Similarly, faculty members are expected to articulate within their publications and their research work at AUB the implications of their research findings for public health policies, programs or societal well-being in the contexts where their research is conducted or to which it is relevant (whether it be at the level of Lebanon, the region or globally).

<p>Scholarship of application A) Knowledge translation</p>	<p>Demonstrated commitment to and concrete action to disseminate research findings to appropriate target audiences</p>	<p>Examples:</p> <ul style="list-style-type: none"> • Conference presentations in national, regional and international venues (expectation of presenting at least once a year at a research conference) • Offering training sessions/workshops on research areas • Policy briefs on research areas • Contributions to websites to increase public awareness (on research areas) • Engagement with media
<p>Scholarship of application B) Potential public health implications</p>	<ul style="list-style-type: none"> • Positive impact of scholarly publications • Extent to which the public health implications are articulated 	<ul style="list-style-type: none"> • Expert/peer assessment <p>Examples (all in relation to research) such as:</p> <ul style="list-style-type: none"> • Input to national/international strategies and policies • Input to public health legislation • Input to national/international public health programs • Input to national/international guidelines and standards

At AUB, entrepreneurship, which includes contributions that lead to inventions, intellectual property, and/or development of products or prototypes that can be commercialized are also considered under this domain. However, this aspect of the scholarship application is unlikely to apply at FHS.

- Scholarship of teaching, which includes scholarly contributions that can advance practices, methodologies, and skills related to teaching and learning in the candidate’s discipline. This is a valued intellectual contribution at FHS.

III.F Leadership/Recognition: Leadership can be demonstrated via recognition by international peers as a prominent scholar at the national, regional and/or international level, based on a body of research or creative work that is well established, respected, authoritative and/or impactful. It can also be demonstrated by launching and leading major initiatives that include securing funding and other needed resources, mobilizing research teams, and collaborating effectively with local, regional and/or international partners.

The following indicators form the basis for evaluating Leadership/Recognition in the Faculty of Health Sciences:

<p>Leadership</p>	<p>Leadership of research teams or centers</p> <p>Recognition at national, regional and international levels</p> <p>(See AUB guidelines - recognition applies particularly at professor level)</p>	<ul style="list-style-type: none"> • Authorship position in publications • Role in grant-writing • Role in research work Examples (appropriateness will depend on rank): • Providing consultation in areas of research • Members of national, regional or international expert panel • Membership on panels for grant evaluations • Leadership in collaborative studies • Leadership in academic centers • Invited papers or presentations • Reviews of abstracts to international conferences • Member of scientific committees of international conferences • Invitation(s) to chair sessions at regional and international fora • Invitation(s) to organize symposia in conferences • Reviewer of academic peer reviewed journals • Guest editor for refereed special issues • Editorial role or membership of editorial advisory boards for reputable international
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		peer-reviewed journals <ul style="list-style-type: none"> • Mentoring other faculty and graduate students in research/scholarship • Establishing and maintaining collaborative research groups
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II. Teaching Domains of Excellence

In considering a faculty member for tenure and promotion, a comprehensive assessment of the candidate’s teaching quality, contributions and impact should be conducted based on the below teaching domains of excellence. These should be described by the candidate in a well-articulated teaching philosophy. The level of achievement should be acknowledged by peers as well as by students and advisees.

Faculty members at FHS are engaged in didactic classroom teaching, laboratory teaching, practical hands’ on sessions and computer-based sessions, individual and group supervision, as well as service learning in partnership with local organizations outside the university. Faculty members teach both undergraduate and graduate students. There is also a substantial program of public teaching to students in the Faculty of Medicine as well as interprofessional education including medical, nursing and public health students together in the same course. The main approach to assessing quality has remained the ICE although some departments integrate peer review on a voluntary basis. Specific indicators will be added after the report of the Senate Committee on Teaching Effectiveness (see Senate minutes of 28 April 2017, section 5) has been approved.

IV.A Teaching and Assessment: Demonstrate level of achievement via:

- A record of teaching strategies that are learner-centered, aligned and appropriate to achieve clear learning outcomes, tailored to provide an environment conducive to learning, and suitable to deliver the knowledge effectively. This should take into account the context of the discipline as well as the type, level and content of offered courses or modules.
- Evidence of utilization of effective student assessment practices that are aligned with the learning outcomes and that provide timely feedback and evaluation to students.
- A record of quality teaching that clearly reveals the candidate’s capability to sustain effective teaching, with evidence of students’ learning based on appropriate measurable indicators.
- Self-evaluation and improvement of teaching methodology and practices.
- The use of emerging teaching methodologies based on, for example, technology, evidence-based teaching, experiential learning and service/community-based learning, when applicable.

IV.B Course and Curriculum Development: Demonstrate level of achievement via:

- Evidence of substantial revisions of existing courses or development of new courses in the candidate's areas of expertise, with clear student learning outcomes, well-supported rationale, and contemporary content. The revised and/or newly introduced courses should be recognized to have an added value to the academic program.
- Evidence of contributions to the revision of existing programs or participation in the development of new programs, degrees, and/or academic units.

IV.C Mentoring and Advising: Demonstrate level of achievement via effective mentoring and advising approaches, supported by accounts of successful advising that promoted students' academic development as well as the career and professional path of students. Evidence can be reflected through:

- Regularly seeking to interact with students as learners, attending to their needs and supporting them to develop their educational and career pathways.
- Being available, accessible, and proactive in supporting students who seek academic or career advice.
- Supervising, guiding and coaching graduate students and/or post-graduate trainees towards successful completion of their theses, projects, and/or professional clerkships.
- Serving as a role model to students in terms of ethics, values and professionalism.

IV.D Leadership/Recognition: Leadership can be demonstrated via recognition as an effective, impactful and prominent educator and a role model by peers and students. Evidence can be reflected through leading initiatives that advance innovations and address problems of practice, coordination and enhancement of academic programs, contributions to the development of educational policy and programs at the national level, and/or establishing professional networks within the university and/or beyond that aim at improving teaching and learning.

III. Service Domains of Excellence

Faculty members are expected to be engaged in service to the University, Profession and Society in line with AUB's mission and context. This can be expressed in differing ways through various venues, as well as varied forms and levels of engagement that ultimately reflect positively on the university and address needs that are specific to Lebanon and the region. Service provides an opportunity to model the profile of the AUB scholar committed to the ethics of care towards the university, profession and/or society. Faculty members are encouraged to develop a service trajectory that reflects their own interests and passion with potential for positive impact.

Service to the university can be manifested in participation in shared governance at the level of the department, faculty/school and the university as a whole.

Service to the profession includes contributions to advancing one's profession, practice and/or discipline at the national and international levels.

Service to society extends beyond service to the university and the profession to encompass proactive citizenship that is responsive to prevailing and emerging needs of the community, society and beyond.

In considering a faculty member for tenure and promotion, a comprehensive assessment of service activities, contributions and impact should be conducted based on the below service domains of excellence. The level of contribution should be acknowledged by internal/external peers and/or experts who can objectively and comprehensively evaluate the candidate's service contributions at multiple levels.

Note that no FHS specific criteria were developed in the service domain for lack of time during the AY 2017-8. Faculties are using the AUB criteria, as above, during AY 2018-9.

V.A Active and Effective Participation: Demonstrate level of achievement via evidence of active and effective engagement in various service activities, including in academic governance venues and initiatives within the University. This can also be demonstrated by showing responsiveness to emerging concerns faced by the university, profession and/or society.

V.B Trajectory of Service: Demonstrate level of achievement via evidence of service engagement for the university, profession, and/or society with a clear purpose and a consistent trajectory over time. This should be directed towards achieving service goals to make a positive difference and advance the collective good aiming at producing tangible and valuable outcomes.

V.C Leadership/Recognition: Leadership can be demonstrated via: i. launching initiatives, ii. mentoring, inspiring and galvanizing others, and/or iii. leading efforts of teams, towards an aim of service to the university, profession, and/or society, with the value recognized by internal/external peers and/or experts. This may also be reflected by developing independent service engagement strategies and advocating for their rationale and implementation, and/or by demonstrating innovation through evidence of utilizing available expertise and resources to offer solutions and engage in novel opportunities that show originality in the way they serve the needs of the university, profession and/or society.

IV. General Requirements for the Evaluation of Tenure and Promotion

II.A Assistant Professor Applying for Tenure with Promotion to Tenured Associate Professor

Promotion to, or appointment of, an associate professor along with the granting of tenure should be in accordance with the following general requirements:

A successful candidate must have a record of excellent achievement and recognition in scholarly research or creative work in the arts, in addition to an excellent record in either teaching or service, and at least a very good record in the other one .

In considering the application of an assistant professor for promotion with tenure, the following should be conducted:

- A comprehensive assessment of the candidate’s research contributions, achievements and impact with supporting evidence based on the research domains of excellence *III.A to III.D*, in addition to *III.E*, *if applicable*. Demonstrating elements of leadership and potential of recognition as per domain *III.F* is desirable and will be considered favorably in support of the evaluation of the candidate.
- A comprehensive assessment of the candidate’s teaching contributions, achievements and impact with supporting evidence based on the teaching domains of excellence *IV.A to IV.C*, with special emphasis on *IV.A*. Demonstrating elements of leadership as per domain *IV.D* is desirable and will be considered favorably in support of the evaluation of the candidate.
- A comprehensive assessment of the candidate’s service activities, contributions and impact with supporting evidence based on the service domains of excellence *V.A and V.B*. Demonstrating elements of leadership as per domain *V.C* is desirable and will be considered favorably in support of the evaluation of the candidate.

For an assistant professor seeking tenure at the associate level (in the transition and the eventual steady state system) at the Faculty of Health Sciences, he/she should demonstrate excellent scholarly accomplishment evidenced by an excellent record of publications including in Q1 and Q2 journals and judged by reviewers to have a significant impact on the field. He or she should also provide evidence of a deliberate research agenda from that of research mentors and an independent intellectual contribution within collaborative work. The ability to secure funding as principal investigator from competitive intramural sources should also be confirmed and the ability to secure extramural funding would be considered favorably. Demonstrating elements of leadership will be considered favorably in support of the evaluation of the candidate. Candidates should provide evidence of actively seeking to disseminate research findings at a regional and international level, including through conferences, research panels and research consultancies. Finally, candidates should provide evidence of the potential implications of research findings to inform public health policy, practice or programs.

II.B Associate Professor Applying for Tenure Only to Tenured Associate Professor

Granting of tenure to associate professors should be in accordance with the following general requirements:

A successful candidate must have a sustained record of excellent achievement and recognition in scholarly research or creative work in the arts, which is commensurate with the number of years in the professorial ranks, in addition to an excellent record in either teaching or service, and at least a very good record in the other one.

The level of achievement should be in line with tenure and promotion guidelines to the rank of tenured associate professor as per Section II.A, with emphasis on demonstrating a sustained record, while taking into consideration the number of years in the professorial ranks.

The following is a sample statement on setting a level of expectation on leadership: Elements of leadership at the national, regional and international levels are desirable.

For an associate professor seeking tenure but not promotion (transitional system) at the Faculty of Health Sciences, he/she should demonstrate excellent and sustained scholarly accomplishment evidenced by an increasing number of publications in Q1 and Q2 journals and judged by reviewers to have a significant impact on the field. He or she should also provide evidence of a deliberate research agenda from that of research mentors and an independent intellectual contribution within collaborative work. The ability to secure significant levels of funding from extramural/competitive sources should also be confirmed. Elements of leadership at the national, regional and international levels are desirable. Candidates should provide evidence of regularly disseminating research findings at the regional and international levels, including through conferences, research panels and research consultancies. Finally, candidates should provide evidence of the potential for research findings to inform public health policy, practice or programs and ideally of public health impact.

II.C Tenured Associate Professor Applying for Promotion to Tenured Professor or Associate Professor Applying for Tenure with Promotion to Tenured Professor

Promotion to the rank of professor with tenure requires that the faculty member has clearly met the criteria for tenure and demonstrated outstanding scholarly achievement combined with international recognition in a particular discipline. Promotion to the rank of professor with tenure should be in accordance with the following general requirements:

A successful candidate must have demonstrated outstanding scholarly achievement in research or creative work in the arts combined with international recognition, and at least an excellent record in either teaching or service, and a very good record in the other one.

In considering promotion to the rank of professor, a comprehensive assessment of the candidate's overall contributions, achievements and impact should be conducted and supporting evidence provided, based on the research domains of excellence (*III.A to III.D, III.E* as applicable, and *III.F*), teaching domains of excellence (*IV.A to IV.D*), and service domains of excellence (*V.A to V.C*). Promotion to the rank of professor necessitates higher expectations compared to promotion to the rank of associate professor for all domains of excellence, in addition to a sustained trajectory of growth combined with leadership and international recognition especially in the research domain of excellence *III.F*. Although research, teaching, and service are normally evaluated separately, demonstrating an appropriate level of integration and/or inter-relatedness among these areas of activity is desirable at this rank and will be considered favorably in support of the evaluation of the candidate.

Include here specific faculty/school expectations/requirements for promotion from associate professor rank to tenured professor rank.

For an associate professor seeking tenure and promotion at the level of full professor (transitional system) at the Faculty of Health Sciences, he/she should demonstrate an outstanding and substantial record of scholarship accomplishment evidenced by ideally the majority of publications in Q1 and Q2 journals and judged by reviewers to have advanced the field in question. He or she should also provide evidence of a deliberate and forward-looking research agenda and intellectual leadership in collaborative work. The candidate should have attracted extramural and internationally competitive funding and to use this funding to support a substantial body of work that allows for the inclusion of younger researchers. Leadership and international recognition is a required attribute such as through international awards, service on editorial or advisory boards, invited speaker and other forms of international recognition. Finally, candidates should provide evidence of the potential for research findings to inform public health policy, practice or programs.

II.D Professor Applying for Tenure Only to Tenured Professor

Granting of tenure to professors should be in accordance with the following general requirements:

A successful candidate: 1) must have a cumulative record of excellent achievement and recognition in scholarly research or creative work in the arts; 2) should have also maintained an excellent record, in the previous five years or longer, of either effective teaching and/or professional service, in a balanced combination of these two activities; and 3) must demonstrate the potential sustainability of continued activity in scholarship, teaching and professional service over the course of the faculty member's career.

The level of achievement in scholarly research or creative work in the arts should be in line with tenure evaluation as per Section II.B, while taking into consideration the overall trajectory of the candidate and the potential sustainability of continued activity in terms of research, teaching and service, in addition to any major recent academic or administrative appointments and responsibilities.

Note here that research requirements for in-post professors are more in line with associate professors applying for tenure only than associate professors applying for promotion; this is reflected in the use of qualifier “excellent” instead of “outstanding” for scholarship.

Finally **for a full professor seeking tenure** (transitional system) at the Faculty of Health Sciences, he/she should demonstrate an excellent record of scholarship accomplishment evidenced by ideally the majority of publications in Q1 and Q2 journals and judged by reviewers to have advanced the field in question. He or she should also provide evidence of a deliberate and forward-looking research agenda and intellectual leadership in collaborative work. The candidate should have attracted internationally competitive extramural funding and to use this funding to support a substantial body of work including younger researchers and have concrete plans to seek further research funding. Leadership and international recognition is a required attribute such as through international awards, service on international editorial or advisory boards, invited speaker and other

forms of international recognition. Finally, candidates should provide evidence of the potential implications of research findings to inform public health policy, practice or programs and of public health impact.

(Version voted on and approved at May 16, 2018 of tenure-eligible FHS faculty)