Guidelines for Faculty Appointments and Promotions

Approved November 17, 2016
I. Introduction

Faculty appointments and promotions at Boston University School of Public Health are governed by policies and procedures of the University, Medical Campus, and SPH, as set forth in the BU Faculty Handbook, in BUMC policies and procedures, and in these guidelines. Within the parameters established by these documents, the SPH, through its Governing Council and Appointments and Promotions Committee, may establish additional policies and procedures.

The guidelines outlined in this document are intended to clarify expectations for department chairs considering rank for new faculty positions, faculty and committees reviewing the suitability of the applications, and SPH faculty seeking promotion. These guidelines are intended to adapt University guidelines and to apply them to the circumstances of the SPH. In both the University and SPH guidelines, flexibility is built into the criteria for appointments and promotions, and the criteria are likewise subject to interpretation by the Appointments and Promotions Committee, the Governing Council, and the Dean. The guidelines outlined here are intended to be consistent with the University and Medical Campus policies. In case of conflict, the policies of the University and Medical Campus take precedent.

Hiring, promoting, and retaining faculty members who demonstrate excellence in research, education, and service is critical to advancing our shared mission to improve the health of populations. These guidelines reflect the School’s commitment to establishing and maintaining high standards of academic and professional excellence and achievement amongst its faculty. This commitment is consistent with Boston University’s goals for “hiring, promoting, and retaining faculty members who are excellent teachers and leaders in research, scholarship, and professional accomplishment.”

This document is organized as follows: Section II defines the categories and ranks of faculty appointments at SPH; Section III outlines the criteria for faculty appointment and promotion to those categories and ranks; and Section IV specifies procedures for appointments, promotions, and changing to a different faculty category. Appendix A describes the process for recruiting new faculty and Appendix B describes the components of the appointment and promotions packet.
II. Standard Faculty Categories and Ranks at SPH

This section defines the categories and ranks that apply to standard faculty appointments and promotions at SPH. The general and specific criteria outlined for each rank are used by SPH faculty, department chairs, the Appointments and Promotions Committee, and the Dean to determine ranks for new appointments and eligibility of promotion.

The categories and ranks employed by the SPH represent a subset of those authorized by the University in the Classification of Ranks and Titles section of the BU Faculty Handbook, which is available at bu.edu/handbook/appointments-and-promotions/.

SPH appoints, develops, and promotes faculty in the following tracks: unmodified, clinical, research, lecturer, and Professor of the Practice. Faculty members in each of these tracks are critical to the successful pursuit of the School's tripartite mission of research, education, and service. As per BUMC policy, tenure is not available to faculty in any category.

The expectations for faculty with unmodified titles focus on research scholarship and the achievement of a national or global reputation for that scholarship, and also include expectations for education, service, and administration and citizenship activities. The expectations for faculty with clinical titles focus on education, service, and administration and citizenship activities, along with an expectation to engage in scholarship. The expectations for faculty with research titles focus on research, service, and administration and citizenship activities. Scholarship for clinical and research titles at the associate and full professor ranks is expected to be at a level associated with a national and global reputation, respectively. Faculty with lecturer and Professor of the Practice titles are expected to focus on teaching, service, and administration and citizenship activities, and have no expectation for scholarship.

SPH also appoints and promotes faculty with adjunct titles. An adjunct title identifies a faculty member whose primary place of employment is not Boston University. Secondary appointments are awarded to selected faculty whose primary academic appointment is at another Boston University school or college.

A. Ranks for Faculty with Unmodified Titles

Instructor: At the Medical Campus, Instructor is the entry level rank for those who have recently been awarded a doctoral or professional degree or equivalent, or completed post-doctoral training, residency, or fellowship training. This rank is appropriate for new faculty who have the potential for academic advancement. Medical Campus individuals at the instructor level may be in positions of advanced training prior to leaving SPH or being promoted to the assistant professor rank.

Assistant Professor: Generally, an assistant professor has been awarded a doctoral or professional degree or equivalent, exhibits commitment to teaching and scholarly or professional work of high caliber, and participates in University affairs at least at the department level.

Associate Professor: Generally, an associate professor meets the requirements for appointment as an assistant professor, enjoys a national reputation as a scholar or professional, shows a high degree of teaching proficiency and commitment, and demonstrates public, professional, or University service beyond the department.
Professor: Generally, a professor meets the requirements for appointment as an associate professor, and, in addition, has a distinguished record of accomplishment that leads to a global reputation in their field.

B. Ranks for Faculty with Modified Titles

University guidelines indicate that the prefix Clinical identifies appointments that primarily provide practical instruction and application of practical knowledge. On the Medical Campus, the title describes faculty whose primary activity is clinical or public health practice or whose primary activity is related to teaching and related scholarship.

University guidelines indicate that the prefix Research identifies faculty appointments that are offered to scientists and scholars who fulfill the research qualifications of the standard professorial or instructor ranks and who work for the University on research supported by external grants and contracts. The principal criteria for these titles are scholarly productivity and recognition of original work. Research faculty are eligible to give seminars and teach courses. Teaching is at the discretion of the department, in consultation with individual faculty members. The duties, terms of appointment, and salaries are specified in the letter of appointment.

Clinical or Research Instructor: At the Medical Campus, clinical or research instructor designates an entry level rank for those who have recently completed their training. Instructors may also be individuals who are in positions of advanced training and who also have faculty responsibilities.

Clinical or Research Assistant Professor: Generally, a clinical or research assistant professor has a doctoral degree, or master’s degree plus relevant experience, exhibits the potential for teaching or research work of high quality, and is committed to service at least at the department level.

Clinical or Research Associate Professor: Generally, a clinical or research associate professor meets the requirements for appointment as a clinical or research assistant professor, has made substantial contributions as a teacher or researcher, and participates in School or University service beyond the department (i.e., at the national level).

Clinical or Research Professor: Generally, a clinical or research professor meets the requirements for appointment as an associate professor and, in addition, has a distinguished record of accomplishment in education or research, and participates at a leadership level in internal and/or external service activities.

C. Ranks for Faculty with Lecturer Titles

Lecturer: A Lecturer is a faculty member appointed primarily to provide instruction for a stated term of full-time or part-time service, as specified in the appointment letter. The title reflects strong teaching ability and a relevant basis of scholarly work or professional expertise and achievement.

Senior Lecturer: Generally, a senior lecturer meets the requirements for appointment as a lecturer, and has demonstrated excellence in teaching for at least five years.

Master Lecturer: Generally, a master lecturer meets the requirements for appointment as a lecturer, and has demonstrated excellence in teaching for at least ten years.
D. Ranks for Faculty with Professor of the Practice Titles

Associate Professors of the Practice and Professors of the Practice are officers of instruction who are or have been distinguished practitioners in their respective professions and whose primary responsibilities lie in teaching, mentoring, and service to the University.

E. Ranks for Faculty with Adjunct Titles

The prefix Adjunct identifies a faculty member whose primary place of employment is not Boston University or whose primary employment within Boston University is not in a faculty capacity.

F. Ranks for Faculty with Secondary Appointments

Secondary appointments may be awarded to selected faculty whose primary academic appointment is at another Boston University school or college. Secondary appointments and promotions at SPH are typically at the same rank as the primary BU title and can also have modifiers.

G. Emeritus Status

As per the University Faculty Handbook (bu.edu/handbook/leaves-absences/faculty-retirement/), Emeritus is a status of honor and esteem at Boston University, intended to recognize faculty for lifetime contributions to the University, their field, or both. Faculty members who have served on the faculty of Boston University for at least ten years are eligible to be considered for Emeritus status upon retirement. Faculty members with Emeritus status retain their title at the highest rank achieved, modified by the incorporation of the Emeritus designation. While emeritus faculty members may continue their productive life within the University, the basis of continued participation shall be determined by the School through the faculty and Dean. An emeritus faculty member may not serve as chair of a department or as a member of a policy-making committee. An emeritus faculty member is employed by the University at a rate of compensation appropriate to the assigned responsibilities.
III. Standard Faculty Categories and Ranks at SPH

A. General Expectations for Faculty with Unmodified Titles

Candidates being considered for appointment or promotion to a faculty rank on the unmodified track are expected to make contributions in all four areas of faculty activity: education, research/scholarship, service, and administration and citizenship. Scholarship may be pursued and achieved in the area of education, research, or service, as described below.

**General Expectations of SPH Faculty on the Unmodified Track at Each Academic Rank**

<table>
<thead>
<tr>
<th></th>
<th>Instructor</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation</strong></td>
<td>Generally has doctoral or equivalent degree</td>
<td>Generally has doctoral or equivalent degree</td>
<td>Generally has doctoral or equivalent degree</td>
<td>Generally has doctoral or equivalent degree</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>Exhibits potential for quality teaching</td>
<td>Exhibits commitment to teaching</td>
<td>Shows a high degree of teaching proficiency and commitment</td>
<td>Shows a high degree of teaching proficiency and commitment</td>
</tr>
<tr>
<td><strong>Research/ Scholarship</strong></td>
<td>Exhibits potential for research/scholarship achievement</td>
<td>Exhibits commitment to research/scholarship of high caliber</td>
<td>Has a national reputation for research/scholarship in their field</td>
<td>Has a global reputation for research/scholarship in their field</td>
</tr>
<tr>
<td><strong>Service</strong></td>
<td>Membership in relevant opportunities, such as professional organizations</td>
<td>Participates actively in service opportunities, such as journal review</td>
<td>Actively participates in service nationally, such as professional organization committees</td>
<td>Demonstrates leadership in service activities globally, such as journal editorship or professional organizational leadership</td>
</tr>
<tr>
<td><strong>Administration and Citizenship</strong></td>
<td>Willingness to perform school administration and citizenship</td>
<td>Participates actively in administration and citizenship at least at the departmental level</td>
<td>Participates actively in administration and citizenship beyond the departmental level</td>
<td>Demonstrates leadership in administration and citizenship activities</td>
</tr>
</tbody>
</table>
B. General Expectations for Faculty with Modified Titles

Candidates being considered for appointment or promotion to a faculty rank on the modified track are expected to make substantial contributions in either education or research, depending on their title, and in service.

<table>
<thead>
<tr>
<th>General Expectations of SPH Faculty on the Clinical Track at Each Academic Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical Instructor</strong></td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
</tr>
<tr>
<td><strong>Education</strong></td>
</tr>
<tr>
<td><strong>Research/Scholarship</strong></td>
</tr>
<tr>
<td><strong>Service</strong></td>
</tr>
<tr>
<td><strong>Administration and Citizenship</strong></td>
</tr>
</tbody>
</table>
## General Expectations of SPH Faculty on the Research Track at Each Academic Rank

<table>
<thead>
<tr>
<th></th>
<th>Research Instructor</th>
<th>Research Assistant Professor</th>
<th>Research Associate Professor</th>
<th>Research Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation</strong></td>
<td>Has doctoral degree or has master's degree plus relevant experience</td>
<td>Has doctoral degree or has master's degree plus relevant experience</td>
<td>Has doctoral degree or has master's degree plus relevant experience</td>
<td>Has doctoral degree or has master's degree plus relevant experience</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>May have interest in teaching activities</td>
<td>May participate in teaching activities</td>
<td>May make contributions to the School's teaching program</td>
<td>May make contributions to the School's teaching program</td>
</tr>
<tr>
<td><strong>Research/Scholarship</strong></td>
<td>Exhibits potential for quality research/scholarship</td>
<td>Exhibits commitment to quality research/scholarship</td>
<td>Has a national reputation for research/scholarship</td>
<td>Has a global reputation for research/scholarship</td>
</tr>
<tr>
<td><strong>Service</strong></td>
<td>Membership in relevant opportunities, such as professional organizations</td>
<td>Participates actively in service opportunities, such as journal review</td>
<td>Participates actively in leadership service nationally, such as professional organization committees</td>
<td>Demonstrates leadership in service activities globally, such as journal editorship or professional organizational leadership</td>
</tr>
<tr>
<td><strong>Administration and Citizenship</strong></td>
<td>Willingness to perform school administration and citizenship</td>
<td>Participates actively in administration and citizenship at least at the departmental level</td>
<td>Participates actively in or preferably leads administration and citizenship beyond the departmental level</td>
<td>Demonstrates leadership in administration and citizenship activities</td>
</tr>
</tbody>
</table>
### General Expectations of SPH Faculty on the Lecturer Track at Each Academic Rank

<table>
<thead>
<tr>
<th></th>
<th>Lecturer</th>
<th>Senior Lecturer</th>
<th>Master Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation</strong></td>
<td>Has doctoral degree or has master’s degree plus relevant experience</td>
<td>Has doctoral degree or has master’s degree plus relevant experience</td>
<td>Has doctoral degree or has master’s degree plus relevant experience</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>Exhibits potential for high quality teaching</td>
<td>Makes substantive contributions to the School’s teaching program; exhibits high quality teaching/high degree of teaching proficiency for at least 5 years</td>
<td>Makes outstanding and sustained contributions to the School’s teaching program; exhibits high quality teaching/high degree of teaching proficiency for at least 10 years</td>
</tr>
<tr>
<td><strong>Research/ Scholarship</strong></td>
<td>Has no scholarship requirement</td>
<td>Has no scholarship requirement</td>
<td>Has no scholarship requirement</td>
</tr>
<tr>
<td><strong>Service</strong></td>
<td>Willingness to engage in service</td>
<td>Participates actively in service nationally</td>
<td>Demonstrates leadership in service activities globally</td>
</tr>
<tr>
<td><strong>Administration and Citizenship</strong></td>
<td>Participates in administration and citizenship at the school and/or the department level</td>
<td>Participates in administration and citizenship at the school and/or the department level</td>
<td>Participates in administration and citizenship at the school and/or the department level</td>
</tr>
</tbody>
</table>

### General Expectations of SPH Faculty on the Professor of the Practice Track at Each Academic Rank

<table>
<thead>
<tr>
<th></th>
<th>Associate Professor of the Practice</th>
<th>Professor of the Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation</strong></td>
<td>Has experience as an accomplished practitioner</td>
<td>Has experience as an accomplished practitioner at a senior level</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>Exhibits potential for quality teaching</td>
<td>Exhibits potential for quality teaching</td>
</tr>
<tr>
<td><strong>Research/ Scholarship</strong></td>
<td>Has no scholarship requirement</td>
<td>Has no scholarship requirement</td>
</tr>
<tr>
<td><strong>Service</strong></td>
<td>Participates actively in service</td>
<td>Participates actively in service</td>
</tr>
<tr>
<td><strong>Administration and Citizenship</strong></td>
<td>Participates in administration and citizenship at the school and/or the department level</td>
<td>Participates in administration and citizenship at the school and/or the department level</td>
</tr>
</tbody>
</table>
C. Criteria and Documentation for Appointment and Promotion

This section provides guidance on evaluation criteria and required documentation in the areas of teaching, research/scholarship, service, and administration and citizenship for appointments and promotions. All of the criteria are relevant to promotion of faculty on the unmodified track. Criteria are also relevant to promotion on a modified track or on the lecturer track as appropriate to the focus area of the faculty member.

At each level of promotion, evaluation is focused on accomplishments since the previous appointment or promotion.

1. Teaching

Education is a core mission activity at SPH. Therefore, performance as a teacher is considered very seriously in promotion decisions.

Teaching contributions are a primary consideration in promotion for faculty on the clinical, lecturer, and practice tracks, and a substantive consideration for faculty members on the unmodified track. Faculty members on the research track are encouraged to engage in teaching activities, especially with regard to doctoral education efforts.

The following should be documented as appropriate and relevant for individual faculty members.

a. Serving as primary instructor or co-instructor in courses since previous promotion, with specific information for each course (including directed and independent studies):
   - Course number, semesters taught, and student enrollment;
   - Teaching awards and student evaluations;
   - Role in developing and/or restructuring courses.

b. Major or primary dissertation advisor for doctoral students and post-doctoral fellows, with specific information for each advisee:
   - Completion of doctoral degree;
   - Papers or presentations completed by the student or fellow;
   - Professional success of the student or fellow (position(s) after completing training).

c. Committee member for doctoral students (e.g., dissertation or exam committees), with general information for each student to document activities.

d. Academic advisor to MPH or MS students, and students in other and non-doctoral degree programs.

e. Independent and directed research studies instruction, with specific information for each student to document activities. For example, student scholarship as a result of the faculty member’s involvement with the student (e.g., authorship of posters or publications).

f. Advising and mentoring students, with specific information for each student to document activities.

g. Involvement of students in the faculty member’s research and practice will be considered, based on specific information to document student activities.
h. Invited lectures at other universities and colleges, as well as guest lectures in other courses at
   SPH and Boston University, and invited lectures at learned professional society meetings.

i. Involvement in curriculum development for the department and/or the School.

j. Other teaching activities not included in the above will also be considered based on specific
   information provided by the faculty member.

2. Scholarship/Research

Scholarship and research are critical to the impact and reputation of the School. Scholarship and
research may be accomplished in any of the domains of faculty activity.

Faculty members on the unmodified, clinical, and research tracks are expected to have
scholarly/research achievements. Faculty who are on the lecturer and practice tracks are not
expected to engage in scholarly/research activities.

Faculty activities at the SPH are recognized as scholarship/research if they meet all three of the
following criteria:
   a. generation of new knowledge or the application of existing knowledge in new ways;
   b. documentation of the new knowledge generated;
   c. i.) public sharing of the documentation so that it is accessible to others for review and critique.
      At the highest level, public sharing of information occurs following the scrutiny of peer review,
      and/or
      ii.) reports that increase understanding of a problem and/or recommend insightful responses to
      a problem.

Faculty members claiming scholarship/research accomplishments must document those
accomplishments and provide evidence that they meet the three criteria defining scholarship.

Scholarship in teaching includes publications associated with teaching materials or methods,
developing funded grant proposals to support instructional activities, producing and disseminating
videos and curricula intended for instructional purposes, and publishing textbooks, review articles,
and (text)books.

Scholarship in research includes the generation of research proposals, research protocols, working
papers, journal articles, research reports, book chapters, and books. Research activities and
knowledge generated from private consultancies that are not distributed beyond the client would
not be considered academic scholarship.

Scholarship in practice includes technical reports, presentations at professional meetings that
summarize new knowledge or new applications of practice-based principles, the publication of new
materials or principles for public health program content, and contributions to the writing of new
public health policy and legislation.

The following should be documented as appropriate and relevant for individual faculty members:

a. The quantity and quality of a faculty member’s scholarship and research output since previous
   appointment or last promotion will be the most important factor in determining productivity. It
   is recognized that the typical number of scholarly works or research publications may vary
   widely by academic discipline and appointment track, so no set number of publications or
   other appropriate outputs is required. In instances where a faculty member’s application
contains fewer outputs, they should be of high impact and demonstrated importance to be strongly supportive for promotion.

i. Publication in peer-reviewed journals is highly valued. Reports, monographs, books, and other types of publications or outputs created from scholarly activities are also appropriate. In all cases, the faculty member must demonstrate that these are recognized as scholarship.

ii. Depending on the field, first, second, and third, or first, second, and senior or “corresponding” authorship can be given greater weight.

iii. Substantive role in the planning, implementation, analysis, or writing of the scholarly output is essential.

iv. Impact scores of the journals or journals identified as strongly reputable in the faculty member’s field, and alternative metrics regarding impact of individual papers will be considered in assessing national and global reputation.

b. For faculty on the unmodified and research tracks, demonstrated ability over the evaluation period (or several years for new appointments) to attract independent external funding and/or contribute to existing grants sufficient to support the faculty member’s salary as consistent with annual reviews with the department chair will be strongly considered. External funding includes grants, contracts, and other mechanisms with government agencies (including other nations as well as local or state governments), foundations, and private sources. The following factors will be considered in evaluating funding:

i. Level of role on the project;

ii. Size of the project; and

iii. Level of competitiveness of funding source.

c. Participation in (including presentation at) major professional conferences and within professional meetings and forums at the local, national, and/or global levels as appropriate for the faculty member’s position is expected. The following factors will be considered in evaluating faculty participation:

i. Participation type (poster, oral presentation, panel, invited speaking engagements, keynote presentations, etc.);

ii. Stature or recognition of the conference or event; and

iii. Recognition of the research or other scholarly work by government or advocacy groups.

d. Recognition of the faculty member’s scholarship and research by others is important, especially for promotion on the unmodified track. Evidence of such recognition includes citing in academic publications and notable scores in citation indices and other alternative metrics of impact.

e. Recognition of scholarly stature can also be documented, for example, by membership on grant review panels, study sections, data safety and monitoring boards, research advisory
groups, editorial boards, and paper reviews for journals. Note that the activities completed as part of these activities could also be considered service activities.

f. Other research/scholarship activities not included in the above will also be considered based on specific information provided by the faculty member.

3. Service

All faculty members are expected to engage in service, which can include the following, all of which should be documented:

a. Active involvement in local, national, and global public health organizations or groups.

b. Public health service awards or recognition.

c. Service as a reviewer for grant funding agencies, journals, and other types of reports or publications.

d. Public health practice that serves the community not included in other areas.

e. Other service activities not listed in a-d above.

4. Administration and Citizenship

All faculty members are expected to engage in administration and citizenship, which can include the following, all of which should be documented:

a. Membership and leadership on departmental and school-wide standing, ad-hoc, and short-term committees (e.g. faculty search committees). Leadership roles should be noted but are not required for instructor and assistant and other junior ranks.

b. Active involvement in campus or university-wide committees not included in a. above.

c. Advising student groups or committees at the School or University not included in a. or b. above.

d. Other administration and citizenship activities not listed in a-c above.
IV. Procedures for Appointments and Promotion

The procedures for appointment and promotion are similar at SPH. Unless specified otherwise, the procedures below apply to both the initial appointment and any subsequent promotions. The process for recruiting new faculty is outlined in Appendix A.

Eligibility for promotion is open to all faculty members who have not achieved the top rank in their tracks. Promotion at SPH is the result of demonstrated and significant additional attainments after a faculty member has been appointed or last promoted. No rigid timetable for promotion exists, although it is generally expected that a faculty member will have served full-time in their current rank for at least five years. Exceptionally strong faculty members may be recommended for promotion earlier. Academic promotion is not an entitlement and scenarios may occur where faculty are performing adequately but not sufficiently to warrant promotion, irrespective of time in rank.

All appointments and promotions require a department vote, approval by the SPH Appointments and Promotions Committee, and approval by the SPH Dean. For most faculty actions, approval by the SPH Dean is the final step in the process. However, candidates for Assistant Professor on the unmodified track also require approval by the Medical Campus Provost, and candidates for Associate Professor or Professor on the unmodified track also require approval by both the Medical Campus Provost and the University President.

A. Procedures for Appointment or Promotion

The appointment or promotion process varies by faculty type: primary, secondary, adjunct, or emeritus. There is also a separate process for making a lateral move to a different faculty track. The next section provides a detailed outline of each step in the process. Appendix B provides a detailed description of the paperwork required for each action.

Importantly, for all faculty actions, the department chair initiates and shepherds the process. If a faculty action is not approved at any step, then the department chair will discuss the issues with the candidate and strategize about next steps.

1. Appointment or Promotion of Primary Faculty

a. Initiation of the appointment or promotion process is the responsibility of the department chair. The department chair contacts the School’s Faculty Resources Office to initiate the process, identifying the title and rank to be considered. The department chair should also indicate if a secondary appointment or promotion at another BU school will be considered at the same time.

b. The Faculty Resources Office sends a brief summary document detailing the relevant criteria and process to the department chair and candidate. For faculty actions on the unmodified track, the template for the BUMC coversheet will be provided as well. Though the summarized criteria and process will be consistent with those described here in these guidelines, the brief summary document provided by the Faculty Resources Office will be limited to only those details relevant to the proposed track/rank. If a secondary appointment or promotion at another BU school will be considered at the same time, the Faculty Resources Office coordinate the process with the other school.

3 The appointment or promotion process may also be initiated by the faculty member, as detailed in section IV.B.
c. The candidate submits an updated CV, personal statement, and BUMC coversheet (if applicable) to the department chair.

d. The department chair, who may seek consultation with a senior member or members of the department faculty, develops a list of evaluators who will be asked to provide evaluation letters.

e. The department chair sends the initial documents (CV, personal statement, list of evaluators, and BUMC coversheet if applicable) to the Faculty Resources Office. Evaluator letters are solicited and tracked by the Faculty Resources Office.

f. The Faculty Resources Office sends formal solicitation letters to evaluators on behalf of the Chair of the Appointments and Promotions Committee along with the candidate’s CV, personal statement, and a summary of relevant criteria. Once the evaluation letters are finalized and meet the standards outlined in Appendix B, the Faculty Resources Office forwards the confidential evaluation letters to the department chair.

g. Concurrent with the process of soliciting evaluation letters, the department chair distributes the candidate’s CV and personal statement to all primary department faculty members whose rank is equivalent to or higher than the candidate’s proposed rank. The department chair invites this subgroup of faculty at equivalent or higher rank to a meeting to discuss the candidate’s qualifications without the candidate being present. The department chair oversees this meeting and conducts an anonymous vote either during the meeting or electronically. Votes are categorized as: yes, no, abstain, or absent. Any faculty member who votes “no” or “abstain” must provide the department chair with a written explanation for their vote. Any “no” or “abstain” votes without a written explanation will be counted as a missing vote (ie absent). The department chair then communicates the results of the vote to the Faculty Resources Office in writing.

h. The department chair submits their recommendation letter to the Faculty Resources Office.

i. The Faculty Resources Office submits the final packet to the Appointments and Promotions Committee for review and discussion at the next meeting. At the meeting, the committee representative from the candidate’s department will present a summary of the candidate’s qualifications and submitted materials (e.g. letters of reference). If the department representative cannot attend, the department chair will attend the meeting to summarize the candidate’s qualifications (but not participate in the vote). The Appointments and Promotions Committee will vote to approve, reject, or return the application with a request for further clarification or documentation. In the latter case, this will be communicated in writing to the department chair who will then communicate with the candidate.

j. Once approved by the Appointments and Promotions Committee, the Faculty Resources Office sends the packet to the SPH Dean for review.

k. Once approved by the SPH Dean, the next steps vary by title/rank. For modified, instructor, lecturer, emeritus, and practice appointments or promotions, the SPH Dean is the final step of the approval process. For unmodified appointments at the Assistant Professor level, the SPH Dean adds a letter of support and sends the packet to BUMC Provost for final review. For unmodified appointments at the Associate Professor and Professor ranks, the SPH Dean adds cover letter and sends packet to the BUMC Provost for review. Once approved by the BUMC Provost, the packet is forwarded to the President of the University for final review.
I. Upon final approval, the SPH Dean sends a letter of congratulations to the candidate, copying the department chair and the Associate Dean for Research and Faculty Advancement. The department chair communicates the news to the department faculty and staff, after which the Associate Dean for Research and Faculty Advancement communicates the news to the SPH community. The Dean will update the Governing Council about appointments and promotions on a regular basis.

2. Appointment or Promotion of Secondary Faculty

a. Initiation of the appointment or promotion process is the responsibility of the department chair. The department chair contacts the School’s Faculty Resources Office to initiate the process, identifying the title and rank to be considered.

b. The Faculty Resources Office sends summary of relevant criteria and process to the department chair and candidate. Though the summarized criteria and process will be consistent with those described here in these guidelines, the brief summary document provided by the Faculty Resources Office will be limited to only those details relevant to the proposed track/rank.

c. The candidate submits an updated CV and personal statement to the department chair.

d. The department chair sends the CV and personal statement to the Faculty Resources Office.

e. When the appointment or promotion is sought concurrently with a primary appointment or promotion, the Faculty Resources Office will contact the department/school pursuing the primary appointment to request copies of evaluator letters. When possible, those letters should refer to the candidate’s accomplishments in public health.

When the appointment or promotion is pursued independently from a primary appointment or promotion, or if the department or school seeking the primary appointment or promotion is not able to share evaluator letters, the department chair consults with senior members of the department faculty to develop a list of evaluators who will be asked to provide evaluation letters. The department chair sends this evaluator list to the Faculty Resources Office. Evaluator letters are solicited and tracked by the Faculty Resources Office. The Faculty Resources Office sends formal solicitation letters to evaluators on behalf of the Chair of Appointments and Promotions Committee along with the summary of relevant criteria and the candidate’s initial paperwork. Once the letters are finalized and meet the standards outlined in Appendix B, the Faculty Resources Office forwards the confidential evaluation letters to the department chair.

f. Concurrent with the process of soliciting evaluator letters, the department chair distributes the candidate’s CV and personal statement to all primary department faculty members whose rank is equivalent to or higher than the candidate’s proposed rank. The department chair invites this subgroup of faculty at equivalent or higher rank to a meeting to discuss the candidate’s qualifications without the candidate being present. The department chair oversees this meeting and conducts an anonymous vote either during the meeting or electronically. Votes are categorized as: yes, no, abstain, or absent. Any faculty member who votes “no” or “abstain” must provide the department chair with a written explanation for their vote. Any “no” or “abstain” votes without a written explanation will be counted as a missing vote (i.e.

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2 The appointment or promotion process may also be initiated by the faculty member, as detailed in section IV.B.
absent). The department chair then communicates the results of the vote to the Faculty Resources Office in writing.

g. The department chair submits their recommendation letter to the Faculty Resources Office.

h. The Faculty Resources Office submits the final packet to the Appointments and Promotions Committee for review and discussion at the next meeting. At the meeting, the committee representative from the candidate’s department will present a summary of the candidate’s qualifications and submitted materials (e.g. letters of reference). If the department representative cannot attend, the department chair will attend the meeting to summarize the candidate’s qualifications (but not participate in the vote). The Appointments and Promotions Committee will vote to approve, reject, or return the application with a request for further clarification or documentation. In the latter case, this will be communicated in writing to the department chair who will then communicate with the candidate.

i. Once approved by the Appointments and Promotions Committee, the Faculty Resources Office sends packet to the SPH Dean for final review.

j. Upon final approval, the SPH Dean sends a letter of congratulations to the candidate, copying the department chair and the Associate Dean for Research and Faculty Advancement. The department chair communicates the news to the department faculty and staff, after which the Associate Dean for Research and Faculty Advancement communicates the news to the SPH community. The Dean will update the Governing Council about appointments and promotions on a regular basis.

3. Appointment or Promotion of Adjunct Faculty

a. Initiation of the appointment or promotion process is the responsibility of the department chair. The department chair will contact the School’s Faculty Resources Office to initiate the process, identifying the title and rank to be considered.

b. The Faculty Resources Office sends summary of relevant criteria and process to the department chair and candidate. Though the summarized criteria and process will be consistent with those described here in these guidelines, the brief summary document provided by the Faculty Resources Office will be limited to only those details relevant to the proposed track/rank.

c. The candidate submits an updated CV and personal statement to the department chair.

d. The department chair, in close consultation with senior members of the department faculty, develops a list of evaluators who will be asked to provide letters.

e. The department chair sends the CV, personal statement, and list of evaluators to the Faculty Resources Office. Evaluator letters are solicited and tracked by the Faculty Resources Office.

f. The Faculty Resources Office sends formal solicitation letters to evaluators on behalf of the Chair of the Appointments and Promotions Committee along with the summary of relevant criteria and the candidate’s initial paperwork. Once the letters are finalized and meet the standards outlined in Appendix B, the Faculty Resources Office forwards the confidential evaluation letters to the department chair.
g. Concurrent with the process of soliciting evaluator letters, the department chair distributes the candidate’s CV and personal statement to all primary department faculty members whose rank is equivalent to or higher than the candidate’s proposed rank. The department chair invites this subgroup of faculty at equivalent or higher rank to a meeting to discuss the candidate’s qualifications without the candidate being present. The department chair oversees this meeting and conducts an anonymous vote either during the meeting or electronically. Votes are categorized as: yes, no, abstain, or absent. Any faculty member who votes “no” or “abstain” must provide the department chair with a written explanation for their vote. Any “no” or “abstain” votes without written explanation will be counted as a missing vote (i.e., absent). The department chair then communicates the results of the vote to the Faculty Resources Office in writing.

h. The department chair submits their recommendation letter to the Faculty Resources Office.

i. The Faculty Resources Office submits the final packet to the Appointments and Promotions Committee for review and discussion at the next meeting. At the meeting, the committee representative from the candidate’s department will present a summary of the candidate’s qualifications. If the department representative cannot attend, the department chair will attend the meeting to summarize the candidate’s qualifications (but not participate in the vote). The Appointments and Promotions Committee will vote to approve, reject, or return the application with a request for further clarification or documentation. In the latter case, this will be communicated in writing to the department chair who will then communicate with the candidate.

j. Once approved by the Appointments and Promotions Committee, the Faculty Resources Office sends packet to the Dean for final review.

k. Upon final approval, SPH Dean sends a letter of congratulations to the candidate, copying the department chair and the Associate Dean for Research and Faculty Advancement. The department chair communicates the news to the department, and the Associate Dean for Research and Faculty Advancement communicates the news to the SPH community. The Dean will update the Governing Council about appointments and promotions on a regular basis.

4. Granting of Emeritus Status

a. Initiation of emeritus status is the responsibility of the department chair. The department chair will contact the School’s Faculty Resources Office to initiate the process, identifying the title and rank to be considered. Emeritus faculty retain the academic rank held at the time of retirement, modified by the incorporation of the Emeritus or Emerita designation. If applicable, this title includes the modifiers “Clinical,” “Research,” or “of the Practice,” however, honorific titles, including named professorships, are not incorporated into the Emeritus designation. Emeritus status is not awarded posthumously.

b. The Faculty Resources Office sends summary of relevant criteria and process to the department chair and candidate. Though the summarized criteria and process will be consistent with those described here in these guidelines, the brief summary document provided by the Faculty Resources Office will be limited to only those details relevant to the proposed track/rank.

c. The candidate submits an updated CV to the department chair.
d. The department chair distributes the candidate’s CV to all primary department faculty members (all ranks, all tracks). The department chair invites the faculty to a meeting to discuss the candidate’s qualifications without the candidate being present. The department chair oversees this meeting and conducts an anonymous vote either during the meeting or electronically. “Votes are categorized as: yes, no, abstain, or absent. Any faculty member who votes “no” or “abstain” must provide the department chair with a written explanation for their vote. The department chair then communicates the results of the vote to the Faculty Resources Office in writing.

e. The department chair submits their recommendation letter to the Faculty Resources Office.

f. The Faculty Resources Office submits the final packet to the Appointments and Promotions Committee for review and discussion at the next meeting. At the meeting, the committee representative from the candidate’s department will present a summary of the candidate’s qualifications. If the department representative cannot attend, the department chair will attend the meeting to summarize the candidate’s qualifications (but not participate in the vote). The Appointments and Promotions Committee will vote to approve, reject, or return the application with a request for further clarification or documentation. In the latter case, this will be communicated in writing to the department chair who will then communicate with the candidate.

g. Once approved by the Appointments and Promotions Committee, the Faculty Resources Office sends packet to the SPH Dean for final review.

h. Upon final approval, SPH Dean sends a letter of congratulations to the candidate, copying the department chair and the Associate Dean for Research and Faculty Advancement. The department chair communicates the news to the department, and the Associate Dean for Research and Faculty Advancement communicates the news to the SPH community. The Dean will update the Governing Council about appointments and promotions on a regular basis.

5. Changing Faculty Appointments to a Different Track

It may be appropriate for faculty to change their appointments from one track to another based on their circumstances, accomplishments and activities. Changes may occur from any track to any other track. Initiation of the process to switch tracks is the responsibility of the department chair. The department chair will contact the School’s Faculty Resources Office via email to initiate the process, identifying the title and rank to be considered.

The relevant criteria for the new track and title will apply to all changes in the appointment track. Different procedures will apply depending on the specific type of change, as follows:

a. Lateral Changes

Lateral changes are those involving shifts from one track to another at the comparable rank, for example from assistant professor in one track to assistant professor in another track.

Lateral appointment changes into the unmodified track will be handled as new appointments to that track, following the procedure described in Section IV.A.1.

Appointment changes from the unmodified track to any other track and appointment changes between any modified tracks will be handled as changes in title and will require only a department chair’s recommendation letter.
b. Promotion Changes
Promotion changes are those that involve shifts from one track to another at a higher rank, for example from assistant professor in one track to associate professor in another track.

All promotion changes will be handled as promotions within the new track and will require the same process and documentation as any promotion in that track.

B. Appeals

The candidate being reviewed for appointment or promotion has the right to appeal a negative recommendation of the Dean to the Medical Campus Provost or of the Medical Campus Provost to the President, indicating the grounds of their dissatisfaction with negative recommendations. When considering emeritus status, the decision of the Dean shall be final.

While the department chair is typically responsible for initiating and ushering the appointment or appointment process, faculty may initiate the process for promotion or to switch tracks when the department chair does not support the action. In these cases, faculty should first contact the Associate Dean for Research and Faculty Advancement to discuss the process.
Appendix A. Recruitment Process

The Faculty Resources Office facilitates the recruitment, appointment, and promotion of SPH faculty. The following steps are intended to clarify the steps of the process.

A. Position Approval Process

1. For approval of a new faculty position and search, the department chair prepares a written proposal outlining the rationale for the hire, justifying the need for the position and how the position will strengthen the department and school. This should be submitted for initial review to the Associate Dean for Research and Faculty Advancement and the Associate Dean for Administration.

2. For potential opportunistic recruitments, the department chair discusses the case with the Associate Dean for Research and Faculty Advancement. The department chair should be prepared to describe the potential candidate’s talents, expected role, potential suitability for proposed track and rank, fit for department and school, as well as recommend rolling appointment versus term contract.

3. After initial review by the Associate Deans, a recommendation will be made to the Dean for final review. Department chairs will be notified in writing of the decision to move forward or not.

B. Search and Offer Process

1. For external searches, the department chair sends the job description to Associate Dean for Research and Faculty Advancement. Once the job description is approved, the Faculty Resources Office will post the position on the SPH website and coordinate with Human Resources. The department chair works with their department administrator to post the position externally to ensure the position reaches the most appropriate candidates.

2. For all faculty recruitments, including opportunistic recruitments, the expectation is that candidates will visit SPH to present to, and be vetted by, the faculty body. For external searches, the department chair forms a search committee:

   a. The search committee must be comprised of at least five faculty members, including at least three faculty members from within the department and at least one member from outside the department (i.e. other departments at SPH, other schools at the University, or from outside the University as appropriate). The department chair selects the members of the search committee and designates one member to serve as the chair. A member of the Faculty Resources Office will serve as an ex officio non-voting member of each search committee. Administrative support for the search will be provided by department staff.

   b. Search committees follow a defined process, as outlined below. The process may be modified if agreed upon by the department chair and the Associate Dean for Research and Faculty Advancement.

      i. Search committee is formed. All committee members must participate in formal bias training either upon being selected for the committee or within the five years prior to serving on the committee.

      ii. Prior to conducting the search, search committees should review the Council on Faculty Diversity and Inclusion Faculty Search Manual.

iii. The search committee reviews applications and selects candidates for interviews.

iv. Selected candidates are invited to SPH to give a presentation, interview with the search committee, and meet with other members of the community as appropriate (e.g. faculty, staff, students, leadership).

v. The search committee recommends up to three final candidates for consideration by the department chair.

vi. The department chair identifies the top candidate and discusses the candidate with the Dean and the Associate Dean for Research and Faculty Advancement.

vii. The search committee chair completes candidate information in the Boston University Affirmative Action data portal with assistance from the Faculty Resources Office.

3. The department chair works with the Associate Dean for Research and Faculty Advancement and Associate Dean for Administration to agree on initial offer package for the final candidate which may include salary, a startup package, relocation costs, an outlining of expectations, proposed rank/title, and a rolling or term contract.

4. The official offer letter is first drafted by the Faculty Resources Office and reviewed and revised by the department chair and Associate Deans. The final offer letter is signed by the Dean and department chair and sent to the candidate by the department chair.

5. If revisions are required during offer negotiations, the department chair works with the Associate Deans to agree on the revised offer package. The final offer letter is produced by the Faculty Resources Office, signed by the Dean and the department chair, and sent to the candidate by the department chair.

6. Upon the candidate’s acceptance, the department chair sends the signed offer letter to the Faculty Resources Office, copying the Dean, Associate Dean for Research and Faculty Advancement, and the Associate Dean for Administration.

7. All new faculty proceed through the appointment process, as detailed in Section IV.
Appendix B. The Appointments and Promotions Packet

Documentation of faculty achievements and rationale for the appointment or promotion is essential to the appointments and promotions process. The appointments and promotions packet generally has two phases:

- Initial documents. The CV, personal statement, and BUMC coversheet are prepared by the candidate at the beginning of the appointments and promotions process and are given to the department chair. Additionally, if applicable for the proposed title, the department chair prepares a list of evaluators. These initial documents must be complete before the appointment or promotion process proceeds.
- Final packet. The final packet is reviewed by the Appointments and Promotions Committee, the Dean, and the Medical Campus Provost and University President, as applicable, and contains all of the required documentation indicated in the table below.

The content of the Appointment and Promotions packet varies by rank and type of appointment or promotion, as indicated in the table below.

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<tr>
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<th>BUMC Coversheet</th>
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<th>Personal Statement</th>
<th>Evaluator List</th>
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BUMC coversheet (prepared by candidate)
The BUMC coversheet is only required for appointments or promotions on the unmodified track. In such cases, the coversheet will be prepared by the candidate using the template provided by the Faculty Resources Office. Candidates should list most recent activity first and for promotions should only present activity that has occurred since the last appointment or promotion.

Candidate’s CV (prepared by candidate)
There is no specific required format, but at a minimum, CVs should include the following content. Candidates should list activities in reverse chronological order. Candidates are encouraged to seek feedback on their CV from their department chair, department representative to Appointments and Promotions Committee, and/or mentors.

- Personal Information
  [Name, office address, phone, email]
- Education
  [Year, degree, field, institution]
- Academic Appointments (include postdoctoral fellowships)
  [Year, title, department, institution]
- Honors and Awards
  [Awarding institution, name of honor or award, year]
- Funding (include current, pending, and completed)
  [Project title, role, dates, total amount, funder, brief description]
- Teaching
  [Classes, dates taught]
- Trainees (include post-doc, doctoral, and masters as appropriate)
  [Name, degree, year(s)]
- Committees (include external and internal as appropriate)
  [Year(s), name of committee, institution/organization]
- Publications (include journal articles, book chapters, books, reports as appropriate)
  [citations]
- Presentations (include invited presentations, meetings, conferences as appropriate)
  [citations]

Personal statement (prepared by candidate)
The following outline should be used as a guide for preparing the personal statement; particular sections will change in weight for different faculty tracks. The personal statement should be a maximum of six pages. Candidates are encouraged to seek feedback on their personal statement from their department chair, department representative to Appointments and Promotions Committee, and/or mentors.

1.0 Introduction
- Summary of career trajectory, i.e., training, history, time in track

2.0 Scholarship³
- Describe overarching theme to scholarship

³ This format applies to candidates on all unmodified, clinical, and research tracks. The lecturer and professor of the practice tracks have no scholarship requirement and may omit or modify the scholarship section as appropriate. For example, candidates on the professor of the practice track could instead focus this section on their accomplishments as a public health practitioner.
Highlight three key areas. For each of the three key areas, describe the area of scholarship and note contributions to advancing our understanding in this area with citations (i.e. what does the world know now that we did not know before?)

Describe plans for scholarship moving forward

Provide metrics that illustrate the scholar’s prominence and impact of their work on their field (e.g. number of publications, number of first/last/second author publications, h-index, citations, funding history, invited presentation, advocacy/media contributions, awards, and other metrics as relevant to the particular discipline)

3.0 Teaching and mentoring

Summarize history of teaching activities, including classroom teaching as well as mentoring of pre- and post-doctoral trainees. Highlight the use of innovative methods/approaches, as well as teaching awards and other recognitions.

4.0 Citizenship and service

Summarize citizenship (within SPH/BU) and service (to the field, external to SPH/BU). This section is generally briefer than the sections on scholarship and teaching/mentoring.

Evaluator list (prepared by department chair)
The evaluator letters serve as an external marker of a candidate’s ability to perform at the requested title. While candidates may suggest possible evaluators, the final list of evaluators should be selected by the department chair. In all cases, evaluators are asked to provide a letter of reference by the Faculty Resources Office.

The list should be in alphabetical order of evaluator and include:

- name, academic rank/title, institution, full mailing address, phone, and email;
- a brief one-paragraph biography on each evaluator; and
- a description of any relationship with the candidate.

The evaluator list should contain two more than the requested number of letters, as indicated on the table below. If necessary, the Faculty Resources Office will contact the department chair to request additional names. The Appointments and Promotions Committee will be informed of the number of letters sought, as a well as a summary of those who submitted a letter, those who declined, and those who did not respond to the request.

Evaluators must come from faculty of at least the proposed rank of the candidate. For appointment or promotion to the ranks of unmodified Associate Professor or Professor, six external “arm’s length” evaluation letters are required. The stature of the evaluator, as well as the stature of the evaluator’s institution, are considered during review process and should be selected accordingly.

The criteria for “arm’s length” are based on the NIH guidelines for managing conflicts of interest during the peer review process. Accordingly, an evaluator is not eligible to provide an arm’s length letter if they have had a significant previous professional relationship (e.g. served as a mentor) with the candidate or if they have collaborated with the candidate within the past three years. If the evaluator and candidate have served as co-authors of a non-research publication (e.g., review, commentary) or a mega-multi-authored publication, then the evaluator is eligible to provide an arm’s length letter. Letters that do not qualify as arm’s length can still be included, but they must be in addition to the minimum number of required “arm’s length” letters. The chart below indicates the number of letters required for appointment or promotion at each rank.
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<th>Rank</th>
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**Evaluator letters**

The Faculty Resources Office solicits and coordinates receipt of evaluator letters. At the time of solicitation, evaluators are provided the criteria specific to the proposed rank and track. All evaluator letters must:

- be on letterhead and signed;
- specifically mention the candidate’s proposed rank;
- assess the quality, stature, and impact of the candidate’s contributions to their field, including scholarship, teaching, and professional or public service; and
- state whether the candidate would qualify for the proposed action at their institution.

Evaluators may also be asked to comment on additional qualifications depending on the particular rank and track (e.g. national or international reputation).

**Recommendation letter from department chair**

A letter from the department chair is a required component of the appointment or promotion packet. When the department chair is a candidate for appointment of promotion, the Dean will provide the letter.

The letter should describe the department chair’s level of support for the proposed appointment or promotion, the candidate’s qualifications for the proposed rank (i.e. teaching, scholarship, service), comment on the candidate’s past and anticipated future contributions, and comment on the strategic need within the department and School for the appointment or promotion. Letters for adjunct and secondary faculty should specifically comment on how the applicant will make a contribution to the
School and department. If applicable, the letter should specifically address the content of the evaluation letters and votes of “no” or “abstain” from department faculty.

The following outline should be used as a guide for preparing the department chair’s letter. Particular sections will change in weight for different faculty tracks. The department chair’s letter should be a maximum of four pages.

**Scholarship:** Describe the impact and importance of the candidate’s scholarship in their field, trend of scholarly productivity, significance of peer-reviewed publications, grant funding, and presentations at national or international meetings.

**Teaching and Mentoring:** Describe the candidate’s performance as a teacher and mentor. Reference course evaluations, direct observations, peer coaching or evaluation, teaching awards, and appraisals of students and trainees. Discuss the candidate’s direction and supervision of pre-doctoral and post-doctoral trainees, as well as mentoring of junior faculty. Evaluate the candidate’s contributions in advising, practica, or other work with students.

**National/International Reputation:** Describe the national or international reputation of the candidate citing specific examples that support the reputation of the candidate (e.g. meaningful participation in professional organizations, speaking invitations, development of professional standards or guidelines, service on peer review boards and study sections, and/or service on editorial boards of professional journals).

**Administrative or Leadership Activities:** Describe the nature of any administrative or leadership roles of the candidate and how their performance has impacted the educational, research, and service missions of the department, School and/or University. Include quantitative measures of the performance of the unit supervised by the candidate along with comparisons to similar entities within and outside the institution.

**Other Professional Activities:** Comment on the nature of the candidate’s participation in departmental, School, or University affairs, and provide an evaluation of the quality of that participation since their last promotion and evaluate the candidate’s professional activities outside of the University.

**Letters of Reference:** Describe the suitability and objectivity of each reference to evaluate the candidate’s qualifications for promotion at the proposed rank. Include a summative statement regarding the level of support for the promotion from the references and explain letters of reference that are ambiguous or less supportive of the proposed promotion, if applicable.

**Future Role:** Discuss the candidate’s present and/or future role in the department or School, including teaching, research, and practice.