

# HARVARD SCHOOL OF PUBLIC HEALTH

## Tenure Criteria

*Please note that the 2007 tenure criteria are essentially identical to those that were in place when the candidate assumed his or her first appointment on the HSPH tenure ladder. The revised criteria, adopted in 2010, may also have relevance to the case under consideration.*

### **Criteria for appointment to a tenured professorship (2007)**

- Originality, independence, and excellence in science
- National and international recognition as a scholar whose research has had a significant impact on his/her field
- In collaborative research, demonstrated intellectual leadership
- Excellent performance in classroom teaching or individual training; active participation in academic programs
- National or international leadership within the candidate's field, as evidenced, for example, by memberships in study sections, advisory groups, prestigious professional societies, editorial boards, etc., and by awards, prizes, and other notable scholarly achievements
- Promise of future productivity and innovation

### **Promotion to, or appointment as, tenured professor (2010)**

Appointments at the rank of professor (unmodified) are made with tenure, i.e., without limit of time. Criteria considered in evaluating a candidate's qualifications for a tenured professorship include all of the following:

- Originality, independence, and excellence in science and scholarship
- National and international recognition as a scholar whose research has had a significant impact on his/her field
- In collaborative research, evidence of intellectual leadership and identifiable individual contributions to science and scholarship
- National or international leadership within the candidate's field
- Promise of future productivity and innovation
- Contributions to classroom teaching, research training and mentorship, and/or leadership of educational programs
- Impact of translational activities that foster improvements in public health

In evaluation, primary importance will be placed on research, although all faculty are expected to contribute to educational activities. A well-developed academic career will integrate research, teaching, and translation so that these are mutually reinforcing.

## **APPENDICES TO 2010 CRITERIA**

The following three appendices were developed to clarify and expand the guidelines for candidates in preparing their promotion review dossier. It is recommended that these appendices be included as part of the procedural framework made available to faculty and ad hoc committees as they review candidates.

Appendix A: Educational Activities

Appendix B: Evaluating Individual Contributions to Collaborative Research

Appendix C: Translational Activities

## APPENDIX A

### EDUCATIONAL ACTIVITIES

Given the importance of the educational mission of the Harvard School of Public Health, it is expected that, with rare exception, all faculty will engage in teaching, mentoring, and/or educational leadership. The candidate will prepare a dossier (*or teaching portfolio*) of educational activities and indicate specific contributions. Faculty will be evaluated for contributions to teaching and educational activities at the Harvard School of Public Health and its' affiliates. Teaching and mentoring of HSPH students and fellows will be particularly noted. Examples of measures, that would constitute the dossier, and may be used to evaluate educational activities include:

<b>Educational Activities</b>	<b>Examples of Measures</b>
<b>Teaching</b>	<ul style="list-style-type: none"><li>• Statement of teaching philosophy</li><li>• Statement of teaching responsibilities, including course numbers and titles, enrollments, teaching method and a brief description of how the courses fit into the overall mission of the school/department</li><li>• Course syllabi</li><li>• Quality measured by teaching awards and evaluations (e.g., students and/or peer evaluation)</li><li>• Development of innovative methods in teaching and/or lectures on issues related to education; course materials developed and used externally</li><li>• Scholarship on discipline-related pedagogy; contributions to, or editing of a professional journal on teaching in the discipline; textbooks published and adopted at other universities</li><li>• Assessment of curricular materials by experts in the discipline</li><li>• Postgraduate and CME teaching at international/national conferences, professional training workshops (list courses, number of students, course objectives, course syllabi, etc.)</li></ul>
<b>Research training and mentorship</b>	<ul style="list-style-type: none"><li>• List of theses supervised</li><li>• Stature and accomplishments of all trainees including their current and past positions</li><li>• Publications with trainees</li><li>• Nomination and receipt of mentoring awards</li></ul>
<b>Practicum Experiences</b>	<ul style="list-style-type: none"><li>• List of practicum experiences supervised</li><li>• Quality of practicum as measured by evaluations by students and practicum partners</li></ul>
<b>Educational Leadership</b>	<ul style="list-style-type: none"><li>• Quality as measured by evaluations and peer review of programs for which the candidate was a leader</li><li>• Participation in expanding the diversity of the student body and attracting minority graduate students</li></ul>

## **APPENDIX B**

### **EVALUATING INDIVIDUAL CONTRIBUTIONS TO COLLABORATIVE RESEARCH**

In discussion with Dr. Judith Singer, James Bryant Conant Professor of Education and Senior Vice Provost for Faculty Development and Diversity, the following considerations emerged that could be used to evaluate the independent contributions of a faculty member who has been engaged in collaborative research:

- The independent role is clearest when a faculty member is the only person in the group from his/her discipline, such as the only biostatistician on a substantive project.
- Did the faculty member only use the existing tools or resources to apply to a different question?
- If the primary contribution involved the development of new tools or methods, have these been shown to have important applications?
- Would work deemed to be important have happened without the specific faculty member having been involved in the collaboration, or could others from the same discipline have accomplished the same?
- The independent role of the faculty member should be clearly specified in letters(s) by the senior leader(s) of the collaboration.

## APPENDIX C

### TRANSLATIONAL ACTIVITIES

Given the importance of translating research into practice to the mission of the Harvard School of Public Health, it is expected that, with rare exception, all faculty will engage in translational activities. The candidate will prepare a dossier (or public health impact statement) describing translational activities and their impact and indicate specific measures of contributions. Faculty will be evaluated for the impact of their activity on public health. Examples of measures, that would constitute the dossier, and may be used to evaluate educational activities include:

<b>Translational Activities</b>	<b>Examples of Metrics</b>
<b>Research Products</b>	<ul style="list-style-type: none"><li>• Discoveries, inventions, patents, vaccines, drugs, delivery systems or other commercial products</li><li>• Software, programs, or other copyrighted products</li></ul>
<b>Professional Service</b>	<ul style="list-style-type: none"><li>• Serving in senior positions (e.g. editor, editorial boards) on scholarly, high impact journals</li><li>• Leadership positions (e.g. President) for professional organizations</li><li>• Leadership in organizing national and international conferences, symposium, etc.</li></ul>
<b>Scholarly Translation</b>	<ul style="list-style-type: none"><li>• Publication of senior author original research, editorials, chapters, reviews and/or books that are widely recognized as influencing the field</li><li>• Development of guidelines and/or protocols for public health practice that are adopted nationally and/or internationally</li><li>• Materials that document the impact of the candidate's science on public health practice</li><li>• Invited plenary lectures to major national/international conferences</li></ul>
<b>Translation to Policy Makers</b>	<ul style="list-style-type: none"><li>• Testimony (oral or written) to regulatory agencies or legislative bodies (local, national, international) affecting public health policy</li><li>• Leadership on committees, panels, and advisory committees evaluating and/or recommending public health policy or practice</li></ul>
<b>Translation to Community</b>	<ul style="list-style-type: none"><li>• Development of material related to health conditions for use by educators/lay public</li><li>• Development of programs and materials that improve health literacy and educate the public about biomedical sciences</li><li>• Writing for magazines, newspapers, health letters or websites on issues related to health</li><li>• Speaking to lay populations to educate them about</li></ul>

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important health issues

- Presenting information related to health through the media, including radio, television or podcasts
  - Educating and mentoring pre-professional students in biomedical science
  - Service to communities locally, nationally or abroad that improves the health of populations
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