

GUIDELINES AND PROCESS FOR APPOINTMENTS, PROMOTION, AND AWARD OF TENURE AT THE ROLLINS SCHOOL OF PUBLIC HEALTH

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PREFACE: PURPOSE OF THE GUIDELINES AND PROCESS FOR APPOINTMENTS, PROMOTION, AND AWARD OF TENURE AT THE ROLLINS SCHOOL OF PUBLIC HEALTH

This document sets forth principles, criteria and procedures for appointment, promotion, and the award of tenure for faculty members within the Rollins School of Public Health of Emory University. It is designed as a multi-purpose document, and so has been organized to allow for those distinct but overlapping purposes to be achieved.

In [Part 1: Guiding Policies and Criteria for Appointment, Promotions, and Tenure](#), the specific policies of Emory University and the Rollins School of Public Health (RSPH) are provided, followed by the types of appointments and faculty titles used at the RSPH, and then the criteria, put forth by the faculty of the RSPH, that are used to determine appointments, promotion, and the award of tenure. These criteria are the same that are shared with external reviewers of a faculty member's dossier and with the faculty and leadership at the School and University levels and serve as the basis for the determination of an appointments, promotion, and the grant of tenure where applicable.

In [Part 2: Guidance on the Dossier and Process for Appointments, Promotion, and Award of Tenure at Rollins School of Public Health](#), detailed information is provided on the contents of the faculty member's dossier along with detailed guidance on the types of activities, information on how those activities are evaluated, and the documentation of those activities for the dossier, so that faculty members can understand the breadth of activities within the research, teaching, and service missions that can be considered in the evaluation for appointment, promotion, and the grant of tenure. This section also details the process for mid-point evaluations (3rd year reviews), the process for promotion and/or the grant of tenure, the by-laws of the RSPH Appointments, Promotion, and Tenure Committee (APT), information on appeals of the process, and the type of and process for special faculty appointments that fall outside of the appointment, promotion, and grant of tenure process.

It is important to note that this is very much a living document, that is reviewed on a regular basis and can be revised as needed to reflect changing values of the faculty, mission critical activities of the RSPH, and the need for clearer communication of these policies and procedures.

Questions, concerns, or recommendations regarding any parts of this document can be provided to the Executive Associate Dean for Faculty Affairs.

PART 1. GUIDING POLICIES AND CRITERIA FOR APPOINTMENT, PROMOTIONS, AND TENURE

I. UNIVERSITY AND SCHOOL POLICIES

All policies, procedures and actions regarding faculty appointment, promotion and award of tenure, as well as terminations, shall conform to the By-Laws of the University, Statement of Principles Governing Faculty Relationships (the University “[Gray Book](#)” that underlies the Emory University Faculty Handbook), the By-Laws of the Rollins School of Public Health and the Affirmative Action and Non-Discrimination Policies and Procedures of Emory University and the Rollins School of Public Health. Consult the Emory University Faculty Handbook for a description of University rules and procedures.

Review and recommendation for appointment, promotion or award of tenure shall be based on qualifications of the candidates without discrimination regarding race, color, ethnicity, religion, gender, genetic information, sexual orientation, gender identity, gender expression, age, national origin, immigration status, disability, veteran status, or cultural, socioeconomic, national, and international backgrounds. These attributes also shall not be used in a discriminatory manner in review or recommendation for termination.

II. POSITION TITLES AND APPOINTMENT CATEGORIES FOR FACULTY

Emory University has established a series of faculty titles categories of appointment that must be used in all faculty appointments and promotions. These include titles for those on a track that allows development and advancement (Tenure Track and Clinical/Research/Teaching/Practice Track) and titles for temporary or time-limited positions with no formal advancement.

A. TENURE TRACK AND TENURED APPOINTMENTS

RSPH appoints faculty members to the tenure track in anticipation that these persons will attain tenure and make significant long-term contributions to the field of public health and to the missions of research, teaching, and service or practice to the School, University, and broader community. Tenure is not an automatic consequence of service on the faculty for any given number of years. Rather, it is a privilege that is earned by merit and conferred on an individual faculty member by action of the Dean of the School, the President of the University, and the Board of Trustees. The long-term needs of the School are also to be considered in tenure decisions. Tenure is granted to faculty members on the tenure track who have unequivocally demonstrated a present capacity and future potential to contribute substantively and meaningfully to the broader aims and objectives of the School. ***A tenure track faculty member may be recommended for promotion and tenure based on excellence in at least one area AND very good performance in the remaining domains of achievement.***

The University, in conferring tenure, and the faculty member, in accepting it, undertake to fulfill important responsibilities and commitments. Accordingly, the decision to recommend tenure requires careful consideration regarding the achievements and future prospects of the individual and the needs of the School. A grant of tenure at this School means that so long as the position occupied by the faculty member continues in existence, the faculty member alone may occupy it with compensation provided that is appropriate to the faculty member's rank, achievements, and responsibilities.

The following titles are used for tenure track appointments:

Tenure Track/Tenured Faculty Titles and Definitions	
Instructor	Instructors usually have an earned doctorate in their field of study, are in a post-doctoral training status, or are very close to obtaining the doctorate. This is a limited 2-year appointment that is renewable and the time in rank does not count towards tenure for faculty on the tenure track. Expectations for performance are comparable to those appointed at the rank of Assistant Professor.
Assistant Professor	<p>Appointment or promotion to the rank of Assistant Professor is normally extended to individuals with a doctorate degree in the relevant academic field who display evidence of competence and promise in scholarship, teaching, and service. Appointees to the rank of Assistant Professor are normally expected to:</p> <ul style="list-style-type: none"> • Conduct and/or collaborate on an original research program that leads to dissemination through publication • Obtain funding to support research or program activities • Participate in the academic programs of the School by fulfilling teaching obligations • Supervise student research in theses and dissertations • Participate in service activities of the School, the University, and the broader public health community • Engage in the application or practice of public health. <p>An appointment at the rank of Assistant Professor is limited and is annually renewable, although extended multi-year appointments, not beyond three years, can be made with appropriate approvals. Reappointment at the rank of Assistant Professor will be initiated by the Department Chair, in consultation with senior Department faculty, with notification to the Dean. In accordance with the Statement of Principles Governing Faculty Relationships (The "Gray Book"), a limited appointment at the rank of Assistant Professor in the tenure track shall not exceed seven years from the date of the appointment.</p>
Associate Professor	<p>Associate Professors are considered members of the senior faculty. They are expected to assume an increased responsibility in the life of their Department, School, University, and professional community.</p> <p>In the tenure track, promotion to the rank of Associate Professor usually entails an award of tenure. The appointment or promotion of Associate Professor with a grant of tenure is a continuous appointment made by the Board of Trustees upon the recommendation of the President who shall have conferred regarding such recommendations with the Dean of the School.</p> <p>Faculty members may be promoted to or appointed to the rank of Associate Professor in the tenure track without the awarding of tenure, for example, when they are recruited laterally to RSPH. Those appointed in or promoted to the tenure track as non-tenured Associate Professors must be awarded tenure within 5 years.</p>
Professor	The most crucial attribute of a Professor is that they must exhibit scholarly excellence and be established, nationally or internationally, as among the most distinctive and recognized voices in their discipline, consistently examining and addressing their field's most pressing questions. The faculty appointed or promoted to the rank of Professor should therefore have appreciably more accomplishments than at the rank of Associate Professor. They should also exhibit experience and dedication in teaching, evidence of mentoring the work of others, including masters, doctoral and post-doctoral students, and/or early career faculty members, as well as leadership and dedication to the School and the field of Public Health. The appointment or promotion to Professor is a continuous appointment with a grant of tenure made by the Board of Trustees upon the recommendation of the President who shall have conferred regarding such recommendations with the Dean of the School. Faculty appointed as Professor, such as those recruited laterally, must be reviewed for the award of tenure within 1 year of their appointment. <i>Individuals recruited to RSPH at the rank of Professor shall hold the title Acting Professor until their continuous appointment (i.e., tenure) is approved by the Board of Trustees.</i>

Termination of a Tenure Track or Tenured Appointment

Tenured faculty have continuous appointments. In unusual circumstances, described in the Statement of Principles Governing Faculty Relationships (the “[Gray Book](#)”), tenured faculty members may be terminated. Appointments, whether tenured, in the tenure track or in the non-tenure track, may be terminated for the following reasons (also see Statement of Principles Governing Faculty Relationships):

- The faculty member becomes permanently physically or mentally incapacitated and no reasonable accommodation can be made
- The faculty member gives just cause for dismissal (e.g., incompetence, neglect of academic duty, moral delinquency, or other such adequate cause)
- The faculty member voluntarily resigns from the School position
- The academic program of which the faculty member is a part is discontinued by the Board of Trustees

B. CLINICAL/RESEARCH/TEACHING (CRT, NON-TENURE) TRACK APPOINTMENTS

The Clinical/Practice, Research, and Teaching Tracks are vital to the mission of teaching, research and service or practice and assist in fulfillment of the RSPH’s mission. CRT faculty are highly valued members of the RSPH community and as such have the opportunity for advancement. They are non-continuous/limited appointments of faculty who possess unique skills and make contributions that would not normally result in accomplishments in three domains of performance that would meet the requirements for the awarding of tenure, or their credentials may not fully meet those necessary for a tenure track appointment.

These appointments are not bound by the Emory University requirement that promotion must be accomplished within seven years. As provided in the [Bylaws of Emory University](#): “Limited appointment shall be made by the Dean of the academic unit primarily concerned and shall be reported annually to the Provost and Executive Vice President for Academic Affairs.” CRT faculty, not being on the tenure track (i.e., being limited or non-continuous), are annually renewable and appointments vary in duration depending upon the need for which they were hired. These faculty members are also eligible to be considered for extended two-year appointments following the guidance provided in the policy for **VARIABLE APPOINTMENTS FOR CLINICAL AND RESEARCH TRACK FACULTY** in the RSPH Faculty Handbook.

Faculty appointed to the CRT track are normally expected to play a significant role in supporting their salary by teaching or with external funding either through their own initiative or through services supported by externally funded projects in the School. At the time of initial appointment, the sponsoring Department must present a plan for three years of salary support, which must be approved by the Dean’s office before the offer of appointment has been made. Faculty appointed to Clinical or Research track positions are eligible to apply for tenure track positions in the School when such positions have been announced and advertised as part of an authorized open search process.

Appointments to CRT track are made based on the principal activity of the faculty and can include one of four domains: clinical training, research, teaching, or public health practice. CRT faculty may participate in a range of activities, however, and are expected to contribute service to the School.

The following titles can be used for CRT appointments:

<i>Clinical/Research/Teaching/Practice Track (Non-Tenure Track) Faculty Titles</i>
Instructor
Assistant (Clinical/Research/Teaching/Practice) Professor
Associate (Clinical/Research/Teaching/Practice) Professor
(Clinical/Research/Teaching/Practice) Professor

Instructors usually have an earned doctorate in their field of study or are very close to obtaining the doctorate. Faculty at the rank of Assistant Professor and above in the CRT track generally have an earned doctorate in their field, although there may be exceptional circumstances where this is not the case.

Faculty in the CRT track may remain in any rank indefinitely, but also have opportunities for promotion for those who are making a substantial and meaningful contribution to the mission of the Department and School and document achievements ***based on “excellence” in at least one of the three domains (teaching, research and service/practice) or “very good” in at least two domains based on the [criteria](#) described below***. CRT faculty applying for promotion based on “excellence” in at least one domain, or “very good” in at least two domains, do not need to demonstrate achievements in the remaining domains.

C. ADJUNCT AND VISITING FACULTY

Adjunct and visiting faculty positions provide RSPH with opportunities to develop collaborative faculty relationships with public health agencies, recruit qualified scientists for special grants and contracts, and extend teaching capabilities. This flexibility allows the School to respond quickly to trends in public health. Adjunct and Visiting appointments are governed by the written conditions of each individual appointment but shall, in all cases, be limited. Adjunct faculty appointments shall not exceed three years and can be compensated or uncompensated positions. Visiting faculty appointments shall not exceed one year and are generally uncompensated. All Adjunct and Visiting appointments shall be reported annually to the Provost and Executive Vice President for Academic Affairs. Faculty members appointed to an adjunct position sometimes have credentials not equivalent to those appointed to the tenure track or CRT track in comparable ranks. Guidance on appointments and renewals of adjunct and visiting faculty are provided in Sections [L](#) and [M](#).

D. EMERITUS, EMERITA, EMERIT FACULTY

A retired faculty member who has reached age fifty-five and has served as a member of the Emory faculty for at least ten continuous years can be appointed to the Emeritus, Emerita, and Emerit title. These faculty as well as all faculty approaching retirement or retired, regardless of this title, can become members of the [Emory Emeritus College](#). Additional details on the process of appointment to Emeritus titles can be found in [Section N](#).

III. CRITERIA FOR APPOINTMENT, PROMOTION AND AWARD OF TENURE OF RSPH FACULTY

A. MISSION AND VALUES OF THE ROLLINS SCHOOL OF PUBLIC HEALTH REFLECTING EXPECTATIONS OF FACULTY

Launched in the Fall of 2023, the Rollins School of Public Health (RSPH) Strategic Plan reflects the culmination of a year-long effort led by a steering committee comprised of faculty, staff, and students to engage with internal and external interested parties to develop an authentic, transparent, expansive strategic plan that expresses the School's mission, vision and values and guides the work of the School. This plan and the mission and goals underlying the plan are used to set the expectations of our faculty and criteria by which they are evaluated for promotion and tenure decisions.

The mission of the Rollins School of Public Health is to make the world healthier and more equitable through excellence in research, education, and practice.

To achieve this mission, the Rollins School of Public Health has set six core goals:

1. Make discoveries that make a difference

2. Transform our offerings

3. Put research to work

4. Build a thriving workplace

5. Integrate diversity, equity, and inclusion

6. Champion public health

B. ASSESSMENT OF FACULTY ACHIEVEMENT

The Rollins School of Public Health shares with the larger University the following general standards in the assessment of merit for promotion and tenure:

Standards for appointments at rank, along with promotion and tenure, reflect the expectations that a faculty holds of its members. Candidates for appointment or promotion to Associate Professor must show academic excellence, including meritorious scholarship, creative inquiry, and teaching, as well as have the demonstrated promise to become leaders and transform their field as their career progresses. Candidates for appointment or promotion to Professor must show scholarly excellence and be established, nationally or internationally, as among the most distinctive and recognized voices in their discipline, consistently examining and addressing their field's most pressing questions.

*For promotion in rank and the awarding of tenure, candidates should ideally display excellence in all three domains of scholarship, teaching, and service. However, it is recognized that to fulfill the missions of the School and the University, it often is necessary for faculty members to concentrate their efforts in one or two of the three domains. Thus, a **tenure track faculty member may be recommended for promotion in rank and for tenure on the basis of excellence in at least one area AND very good performance in the remaining domains of achievement. In most cases, tenure and promotion of tenure track faculty is based on excellence in research, and very good performance in teaching and service or practice.***

Given the variable roles that CRT faculty play at the RSPH, there is additional flexibility provided in the criteria for promotion. ***CRT faculty can be recommended for promotion based on excellence in one area OR very good performance in at least two domains, and without achievements in the remaining domains.***

C. SCHOLARSHIP OR RESEARCH CRITERION (TENURE TRACK AND CRT)

Original and creative scholarship or research is defined as the substantive generation of new knowledge. Since new knowledge can be useful and influential only if it is disseminated, it is necessary that the information is communicated to others in the field of study, usually in written form, but dissemination of research can also go beyond the academic field. There should be a good balance between the number and the quality of the candidate's publications. The essence of creative scholarship is quality and significance as assessed by peer judgment and relevant publications and through its impact on communities, practice, equity, prevention, or policy. Individuals being considered for an initial appointment at the level of Instructor or Assistant Professor should display potential in this area.

These dimensions of scholarship and criteria are not meant as a comprehensive list, nor are they all considered required elements, but a collection of these achievements would reflect success in research.

Dimensions of Scholarship

Consideration of scholarly achievement may include, but is not limited to, the following:

- Significance of program(s) of research on the field
- Impact of the programs of research for the improvement of population health and community health, addressing health inequities, advancing public health or clinical practice or policy
- Quality and number of publications in peer reviewed journals
- Impact of scholarly publications or extent to which the work is cited by peers
- Capacity to attract funding to support and sustain programs of research, competition for funding from public and private agencies
- Translation of research into entrepreneurial activities
- Books, monographs, and chapters containing creative scholarship
- Invited papers and refereed presentations at professional meetings, invited invitations from peer institutions, national or international agencies
- Establishment and maintenance of partnerships for community engaged and community based participatory research
- Dissemination of research to communities of interest
- Leadership in collaborative studies and the development of research centers

Criteria for Very Good and Excellent Performance

Excellence in research:

- Quality and quantity of primary or senior-authored papers establishes candidate as leading investigator in the field (lead or senior authorship is designated in various ways)

- Considered by leading scholars to be among the best investigators in candidate's professional cohort
- Original research has significant impact on field of scholarship or public health more generally
- Research attracts sustained support from competitive sources of external funding, normally as principal investigator
- Impact of the research can be seen in policy, public health or clinical practice, movement toward health equity, or improvements in health at any of multiple levels

Very Good in research:

- Mix of primary or senior-authored and co-authored articles sufficient to establish candidate as a recognized contributor to the field
- Considered by leading scholars to be making important contributions to the field and the development of research programs
- Original or synthetic research and writing that contributes to the advancement of scholarship or public health more generally
- Team science contributions to research teams/projects as topical/methodological/disciplinary expert
- Provides leadership on externally funded programs of research, usually as principal or co-investigator, sufficient to sustain support for effort and providing important knowledge or expertise

D. TEACHING CRITERION (TENURE TRACK AND CRT)

This criterion includes instruction and a range of activities beyond classroom or online instruction. Individuals being considered for an initial appointment at the level of instructor or Assistant Professor should demonstrate a commitment to teaching and the potential to perform effectively in that role.

Dimensions of the Teaching Role

The following dimensions of teaching should be considered for evaluating teaching performance:

- Classroom/online instruction
- Non-Classroom/online instruction
- Guest lectures
- Thesis/dissertation supervision
- Research or field supervision or training
- Mentor/role model/career advisement
- Training/continuing education
- Teaching-related contributions to the Department or School such as training of teaching assistants, development of online or short courses for varied audiences

- Clinical instruction
- Teaching-related Contributions to one's field
- Teaching awards or honors

Criteria for Very Good and Excellent Performance

Excellence in Teaching:

- Excellence in classroom instruction and excellence in at least two other dimensions of teaching
- Recognition that teaching activities have made a significant impact nationally or internationally in one's field or in public health generally
- Contributions to the scholarship of teaching locally, nationally, internationally
- Contributions to the development of programs or activities at the Department, School, national, or international level focused on public health education and training
- Contributions to an inclusive classroom and learning environment

Very Good in Teaching:

- Very good performance in classroom instruction or very good performance in at least two other dimensions of teaching as described above

E. SERVICE OR PUBLIC HEALTH PRACTICE CRITERION (TENURE TRACK AND CRT)

Service can be defined as professional service to the School, the University, community, professional organizations, various levels of government, and the national and international public health community. Public Health Practice is defined as professional activities that prevent disease or injury and improve the health of communities through such undertakings as disease surveillance, program evaluation, and outbreak investigation, as well as support of those individuals and agencies engaged in these activities.

Dimensions of Service Include but are not Limited to the Following:

- Contributions to the academic community within the Department, School, and University
- Membership on journal editorial boards and editorships
- Manuscript peer review
- Grant reviews
- Involvement in professional organizations such as abstract review, conference, or symposium planning
- Leadership of professional societies
- Involvement in Departmental, School, University, or external programs that enable inclusive environments and work towards diversifying the Emory and academic community

Dimensions of Public Health Practice Include but are not Limited to the Following:

- Contributions to the promotion of public health

- Contributions to the delivery of public health services (e.g., professional development, capacity building initiatives, etc.)
- Grants/work that builds capacity or improves public health practice
- Service to agencies and organizations as a consultant or technical advisor
- Leadership of public health societies, services, and programs
- Service on national or international panels engaged in the improvement of public health or health services
- Recognition or awards for contributions to the field of public health or public health services

Criteria for Very Good or Excellent Performance

Excellence in service or public health practice:

- The documentation of service or practice-based activities that have a demonstrated substantial impact on:
 - The improvement of public health
 - Building capacity of the public health workforce (e.g., trainings, professional development offerings) including diversifying the workforce and/or
 - The effectiveness of organizations and programs that deliver services to improve public health
- These contributions should have a scholarly origin in that they significantly advance knowledge or techniques in the field.
- These contributions should be disseminated in writing, normally peer reviewed journals and books, but may also include other forms of writing and presentations.
- Recognized by leaders in the field of academic public health as significant and valued by the public health community through funding or other indicators of support.

Very good in service or public health practice:

- Participation in the governance functioning of the University. Such activities may occur at the Department, School, or University level.
- Contributions to the profession which may include:
 - Serving professional societies (e.g., participation in association functions or meetings, receipt of awards/honors from those associations, holding appointed or elected leadership roles, etc.)
 - Serving as expert consultants (e.g., advisor or on advisory panels for private or governmental public health agencies, serving on study section panels for funding agencies, providing assistance and advice to organizations and agencies, grant reviews, etc.)
 - Serving as peer reviewers for publications (e.g., editorial boards of journals, advisory editor for a book series, referee for major journals, etc.)

PART 2: GUIDANCE ON THE DOSSIER AND PROCESS FOR APPOINTMENTS, PROMOTION, AND AWARD OF TENURE AT ROLLINS SCHOOL OF PUBLIC HEALTH

I. GUIDANCE ON THIRD-YEAR REVIEW DOSSIER

The dossier for the third-year review should be prepared as the candidate nears the end of their third year, which for most faculty would mean preparing these documents in the summer of their third year. Dossiers should be provided to the Department Chair for Departmental review, which will be followed by APT review.

The dossier should be assembled as follows:

- Coversheet with:
 - School name
 - Full name of the candidate and terminal degree(s)
 - Candidate's current rank and title
- Table of Contents
- Candidate's one-page summary curriculum vitae (CV)
- Candidate's Personal Statement (maximum of 5 pages) on scholarship, teaching, and service. Assuming research is key review criteria, the largest portion should be devoted to research (~3 pages) with the remaining to teaching and service. The structure of the personal statement generally follows this outline:
 - An opening paragraph introducing major research focus and highlighting relevant metrics and accomplishments (h-index, number of papers including how many first author, grant funding, example journals).
- Research – provide a narrative of the development of a research program, highlighting key publications and other important outcomes and impacts of the work. Should include discussion of future directions and next steps over the near term (until tenure dossier is due) and longer term (post tenure or promotion). These can be included throughout, or at end. Summary paragraph at end including major metrics
- Teaching and Mentoring – provide a narrative of your teaching philosophy, descriptions of didactic teaching including overview of evaluations. Describe the courses developed and taught as well as training or professional development opportunities which have been used to improve teaching. Mentoring of MPH and doctoral students (or other mentoring, postdocs, undergraduates, etc.). Talk about students' achievements (manuscripts, grant funding). End with future directions.
- Service - discuss service at the Departmental, School, and national/international level. Include any committees, grant reviews (including pilots), journal reviewing and editorships, national committees, workshop, or conference planning, etc. Can also include public health service opportunities, community outreach, etc. End with discussion of future directions of service.

- Candidate's full curriculum vitae (CV)
- Candidate's COVID impact statement (if applicable)
- Teaching Dossier (course syllabi and associated materials if applicable, numerical evaluation summary sheets, handwritten comments.)
- Copies of selected scholarly work or publications - usually 2-3 manuscripts (can include cover page with 2-3 sentence intro to each manuscript to highlight why this publication was chosen as representative of your work)

Any questions regarding the contents of the dossier or the third-year review process should be directed to the Executive Associate Dean for Faculty Affairs.

II. GUIDELINES ON DOSSIERS FOR TENURE TRACK PROMOTIONS AND GRANTS OF TENURE (ASSOCIATE AND FULL PROFESSOR)

These guidelines are established by the Office of the Provost to standardize all dossiers undergoing review by TPAC, Provost, President, and Board of Trustees. Dossiers for promotion to Associate Professor with the grant of tenure should be provided to the Department Chair at the start or within the first 3 months of the sixth year. Dossiers for promotion to Professor with continuing grant of tenure can be prepared anytime and usually after at least 5 years at the rank of Associate Professor. The dossier should be assembled as follows:

- Coversheet with:
 - School name
 - Full name of the candidate and terminal degree(s)
 - Candidate's current rank and title
 - Proposed action and candidate's proposed rank and title
- Table of Contents
- Candidate's one-page summary curriculum vitae (CV)
- Candidate's Personal Statement (maximum of 5 pages) on scholarship, teaching, and service. Given most promotions are based on Excellence in Research, most of this statement should be about the candidate's research program, describing their unique and impactful contribution(s) to the field. Relevant metrics including numbers of manuscripts (including number of first or senior author), manuscripts with students as co-authors, and h-index should be included, as well as descriptions of the funding used to sustain the program. Impact of the work beyond citations should also be described. Faculty usually describe two to three themes of their research program, explaining why it is important, and what the faculty's impact on the field has been. The teaching section in this personal statement can be limited to 1 page, and the service to 0.5-0.75 pages in length, and should convey general philosophies of teaching and service, and highlight major contributions.
- Candidate's full curriculum vitae (CV) (Include academic positions and titles, education, honors, funding support both current and historic, bibliography prefaced with publications metrics including #papers, #papers with student co-authors, total # first and last author, total # citations, h-index with source, and noting student co-authors on manuscripts or presentations,

presentations, educational contributions including classroom and non-classroom instruction, national and international service, editorial boards and manuscript review, departmental and university service, professional societies, other volunteer or service work, media appearances).

- Candidate's COVID impact statement (if applicable)
- Teaching Dossier (teaching statement, example syllabus(i), numerical evaluation summary sheets, handwritten comments, course creation tools and other related materials, lists of mentees, etc.). The teaching statement should expand on the candidate's teaching and mentoring philosophies or strategies, accomplishments in the classroom, accomplishments of mentees, etc.
- Service Dossier (service statement, service activities and other related materials). Service statement can be brief (usually <1 page) but should highlight philosophy for selecting service opportunities, service to the Department, School, University, community, and discipline. Service to discipline should highlight candidate's recognition by the discipline for their work
- Copies of the selected scholarly works/publications to submit to external reviewers. Usually, 5-6 are included. Candidates can also include a cover page with citations of the manuscripts, which can be annotated with 2-3 sentences per citation that puts the work in context.

III. GUIDANCE ON DOSSIERS FOR CRT TRACK PROMOTIONS

Dossiers for CRT Track Promotions are provided flexibility to accommodate the multiple avenues in which the contributions of CRT Track faculty can be recognized for promotions.

Given that ***CRT faculty can be recommended for promotion based on excellence in one area OR very good performance in at least two domains***, and without achievements in the other domains, dossiers should be tailored as appropriate. Dossiers should include the following sections:

- Coversheet with:
 - School name
 - Full name of the candidate and terminal degree(s)
 - Candidate's current rank and title
 - Proposed action and candidate's proposed rank and title
- Table of Contents
- Candidate's one-page summary curriculum vitae (CV)
- Candidate's Personal Statement (maximum of 5 pages) on scholarship, teaching, and practice or service. Candidates should tailor this statement to reflect their specific focus (research, teaching, practice/service) with the majority of the document focused on that area, but all three domains of the mission should be addressed.
 - Research focused candidates should devote the majority of this document to describing their research program and their individual contribution to the program including the impact of the work.

- Teaching focused candidates should devote the majority to teaching, describing their contributions to didactic education and mentoring.
- Service or practice focused candidates can describe their service to the public health profession and impact of that service.
- Candidate's full curriculum vitae (CV) (Number manuscripts. Prior to manuscripts, please provide publications metrics including #papers, #papers with student co-authors, total # first and last author, total # citations, h-index with source)
- Candidate's COVID impact statement (if applicable)
- Teaching Dossier, if applicable (teaching statement, example syllabi, numerical evaluation summary sheets, handwritten comments, course creation total and other related materials, lists of mentees, etc.). The teaching statement should expand on the candidate's teaching and mentoring philosophies or strategies, accomplishments in the classroom, mentoring of students, postdoctoral fellows, lab or research staff, accomplishments of mentees, and any other forms of teaching whether at RSPH or external to the School.
- Service/Practice Dossier, if applicable (service statement, service activities and other related materials). Service statement can be brief (usually <1page), unless service is a major criterion, but should highlight philosophy for selecting service opportunities, service to the Department, School, University, and discipline. Service to discipline should highlight candidate's recognition by the discipline for their work. Practice could include work done in support of public health at local, national, and international levels, and support for the public health workforce, and should highlight the impact of the faculty member's practice work on the improvement of health and/or the public health workforce.
- Copies of the selected scholarly work to submit to external reviewers. Usually, 5-6 are included. Candidates can also include a cover page with citations of the manuscripts, which can be annotated with 1-2 sentences per citation that puts the work in context. For faculty whose decision will be based on teaching or practice, this work need not be in the form of a manuscript in the peer-reviewed literature, but could be other reports, books or book chapters, or materials created towards their missions in teaching, practice, or service.

IV. GUIDANCE FOR DOCUMENTATION FOR THE ASSESSMENT OF FACULTY ACHIEVEMENT IN THE MISSIONS OF RESEARCH, TEACHING, AND SERVICE

A. DOCUMENTATION OF ACHIEVEMENTS IN RESEARCH

For the dimensions of scholarship/research listed in the [criteria](#), much of the information used to document those activities and performance will be taken from the personal statement, the curriculum vitae, and the examples of scholarly work provided. The following provides guidance on how those achievements should be documented.

Significance of the program on the research field; Impact of the programs of research for the improvement of population health, community health, health equity, public health practice, or policy:

Documented within the personal statement.

An overview of the broad field and subfield of research and the approaches used

Relevant metrics including numbers of manuscripts, manuscripts with students as co-authors, first or senior author manuscripts, h-index, or other measures of research impact such as relative citation ratio

Funding support for the research program

In-depth discussion of specific thematic domains of research including the importance of the problem being addressed, what this work has added to the field, and impact of the work on public health practice, policy, clinical practice, or communities (e.g., tools, technology, program development, informing policy)

For collaborative or team science projects, describe unique contributions and expertise as well as any leadership, if applicable

Description of next steps in the research program and how work is moving in that direction

Quality and number of publications in peer reviewed journals; Impact of scholarly publications or extent to which the work is cited by peers:

Documented in the CV with full citations.

Publications with student authors should denote these authors (italics, *, etc.)

Any recognition of publications with awards (paper of the month/year, etc.), media highlights

Prior to publication list, provide a summary table of publication metrics (number of different types of publication, number of publications with students, number as first or senior author, for promotion to Professor, number since last promotion or award of tenure, h-index, and source)

Capacity to attract funding to support and sustain programs of research; competition for funding from public and private agencies:

Documentation in CV should provide currently funded grants, previously funded grants, and those submitted or pending.

For grants, provide funding agency, type of award, title, role on award, dates of award, total amount of award

Any specific awards or recognition for applications should be noted (1st percentile scores, etc.)

Translation of research into entrepreneurial activities:

Documented in CV and could be described as part of research statement.

Patents or patent application information

Licensing of research products

Books, monographs, and chapters containing creative scholarship:

Documented in the CV and impact of these works can be described in the personal statement.

Citation information of books, book chapters, monographs, etc.

Recognition or awards received for these publications

Invited papers and refereed presentations at professional meetings, peer institutions, national or international agencies:

Documented in the CV.

Lists of presentations and invited or refereed papers

Include information on meeting, hosting institution or agency, date, topic, location

Establishment and maintenance of partnerships for community engaged and community based participatory research:

Described in the personal statement.

Role in the development or ongoing success of partnership with individuals, community organizations, government officials, non-governmental organizations, or other partners

Partnerships uphold principles of equity and justice that underlie best practices in community engagement.

Dissemination of research to communities of interest:

Described in the personal statement and/or listed in CV.

Taken opportunities to discuss research or findings with communities of interest

Developed different approaches to provide research or data to interested communities or partners

Leadership in collaborative studies and the development of research centers:

Described in the personal statement.

Role in the development or ongoing success of collaborative research activities or centers

Specifically address unique contribution, specific skills, experience or resources, and/or leadership roles

B. DOCUMENTATION OF ACHIEVEMENTS IN TEACHING

The documentation of achievements in teaching can be reflected both in the personal statement in the form of about one page of descriptive text regarding teaching, in the CV with lists of courses and mentees, and in the teaching dossier which includes an expanded teaching statement, example syllabi, numerical evaluation summary sheets, handwritten comments, course creation tools and other related materials, and lists of mentees. The teaching statement should expand on the faculty member's teaching and mentoring philosophies or strategies, provide descriptions of specific courses developed or led, methods employed in classroom instruction, and tabulation of evaluation results should be included in the teaching statement. The statement should also include the faculty member's approach to mentorship and examples of these relationships including mentee accomplishments. For the dimensions of teaching listed in the [criteria](#), the following information may be used to document teaching activities and performance.

Classroom/Online Instruction:

Listing of RSPH or University courses taught (including whether primarily responsible for the course) course title and number, course modality (i.e., in-person, online), how often the course was taught, the number of classroom hours per course, and the number of students enrolled

Summary scores and comments from student course evaluations for courses primarily taught
Listing of other courses or seminars in the RSPH or University together with summaries of student course evaluations if available or other supportive evaluation documentation
Exit survey information that may identify faculty who are exceptional teachers
Alumni survey information, which may identify exceptional teachers
Evaluations of guest lecturer performance
Observer evaluations, i.e., observations of actual classes or recordings of teaching by colleagues with recognized skills as educators
Letters or reports related to teaching achievements
New courses or syllabi developed, used as evidence of innovative approaches to teaching and curricula development
Number of extramural continuing education short courses taught at Emory and evaluations, if available
Information, e.g., reports about students drawn to Emory as a result of faculty member's reputation as a teacher
Efforts to develop or improve teaching skills
Information about student performance and competency outcomes
Teaching activities that help RSPH meet pre-established outcomes as described in accreditation plans

Non-Classroom/Online Instruction:

Field supervision
Clinical instruction
Teaching in non-traditional settings
Training of research or teaching assistants

Thesis/Dissertation Supervision and Mentoring

Doctoral dissertations directed with title, name of student, Department, and year completed
Doctoral committees served on with title, name of student, Department, and year completed
Master's theses/papers directed with title, name of student, Department, and year completed
Master's theses/papers committees served on with title, name of student, Department, and year completed
Evidence of advising students with academic challenges and/or helping to improve such students' performance
Peer-reviewed presentations and publications resulting from dissertations and theses directed

Research or Field Supervision or Training

Description of activities where students were involved in faculty research program
Outcomes including reports, manuscripts, or other dissemination materials from those experiences

Mentor/Role Model/Career Advisement of Students, Postdoctoral Fellows, Clinical Fellows, Faculty

Testimony of mentees in letters or evidence from exit surveys of being an effective mentor in preparation for a professional career or job placement
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Papers and presentations in collaboration with mentees or resulting from mentee advisement
Testimony in letters or evidence from exit questionnaires of being an effective mentor as a program adviser for graduate students or other mentees
Evidence of helping faculty peers improve their teaching skills, research programs, practice efforts

Teaching-Related Contributions to the Department or School such as Training of Teaching Assistants, Development of Online or Short Courses for Varied Audiences

Description of activities or evidence from testimony of teaching assistants
Listing of new online or short courses developed and/or taught (including whether primarily responsible for the course) course title and number, how often the course was taught, the number of classroom hours per course, and the number of students enrolled
Summary scores and comments from student course evaluations for courses primarily taught

Clinical instruction

Description of training or mentorship of clinicians
Evaluations or testimonies of individuals trained

Training/Continuing Education

Listing of training/continuing education short-courses and other programs taught outside the University at professional associations, governmental agencies, international organizations, summer School programs, and as a private consultant
Evaluations of short-course activities
Development of training or educational programs or courses and their evaluation

Teaching-related Contributions to the Field

Textbooks
Chapters in textbooks
Teaching modules, other programs (e.g., audiovisual), or instruction developed (e.g., massive open online course)
Research designed to improve education and training and its dissemination through publications and presentations
Service on and/or chairing teaching-related committees (i.e., curriculum) or programs in the RSPH, University, national or international professional associations, agencies, etc.

Teaching Awards or Honors

List of honors or awards received from the Department, School, University, or from external agencies or partners
Dean's end of semester teaching recognition letters

Evaluation Of Teaching for Lateral Candidates and Senior Administrators

Teaching is a core function of Emory University's tenure-stream faculty. It is expected that faculty who are granted tenure will hold a record of outstanding teaching. TPAC's review includes a thorough assessment of teaching based on standards articulated by the Schools. Lateral candidates and senior administrators recruited to Emory may come from institutions

with different processes and/or criteria for evaluating teaching excellence. Expecting lateral candidates' teaching dossiers to match our exacting internal standards would be inappropriate for those candidates. This incongruency may be particularly true for candidates who have held administrative positions at their previous institutions or whose teaching record may not be as robust or as contemporaneous as traditional, internal promotion and tenure candidates.

Assessments of teaching are based on the quality of the available evidence provided in the candidate's dossier, not merely the quantity. Importantly, quantity alone should not negate a finding of teaching excellence or perception that the candidate's teaching falls below Emory standards. Strong indicators of teaching excellence may include, depending on discipline, positive peer assessments and reviews, student evaluations, teaching awards, and a sample of syllabi demonstrating pedagogical innovation. For senior administrators, it is appropriate to consider evidence of teaching evidence that pre-dates their administrative position, though failure to have such materials should not be a barrier to advancing the case.

C. DOCUMENTATION OF ACHIEVEMENTS IN SERVICE AND/OR PUBLIC HEALTH PRACTICE

The documentation of achievements in service are reflected in a short section in the personal statement (usually about ½ page) and in the service dossier which includes an expanded service statement (1-2 pages) highlighting service to the Department, School, University, and broader scientific and public health community, as well as through descriptive lists on the CV. Service to the discipline and public health community should emphasize the recognition of the faculty member by these groups. Documentation of achievements in public health practice also can be expanded upon in the service dossier, highlighting the role of the faculty member in professional activities that prevent disease or injury and improve the health of communities through such undertakings as disease surveillance, program evaluation, and outbreak investigation, as well as capacity-building or support of those individuals and agencies engaged in these activities. Additional materials, including exemplary dissemination materials or expanded lists of practice activities can also be included as well as letters from partners in such activities.

V. PROCESSES FOR PROMOTION FOR FACULTY AT RSPH

A. TIMING OF REVIEWS, PROMOTION, AND TENURE ACTIONS (Tenure Track and CRT Faculty)

Every faculty member is reviewed by their Department Chair on an annual basis, usually during the summer of each year. The Department chairs and faculty work together to utilize this opportunity to assess performance and overall progress, set goals and direction for future development, and identify opportunities for recognition of meritorious work. Faculty are required to complete a written self-review, using the provided School format and are responsible for accurate and timely reporting of the information required for the assessment. The criteria used for all full-time tenure track, tenured, and CRT faculty evaluations include contributions to teaching, scholarship, and service or practice, and the strategic goals of the School. Student and peer evaluations of teaching are also reviewed. The annual self-assessment is reviewed by Department Chairs and the Executive Associate Dean for Faculty Affairs. Department Chairs will ensure that each faculty member receives a yearly annual review based on the faculty member's annual report and the discussions from the Department's Faculty Development Committee. The review will consist of a one-on-one

meeting between the faculty member and the chair and documentation of the review and discussion, which is shared with the faculty member and kept by the chair.

The chart below details the timing of various faculty actions for tenure track and CRT faculty related to promotion and/or the grant of tenure. Faculty in the CRT track may remain in any rank indefinitely, but also have opportunities for promotion. Given the nature of the CRT position, there is flexibility in the timing of promotions for the faculty, so those provided in the table are suggestions to evaluate progress.

<i>Faculty Action</i>	<i>Dossier Submitted to Chair</i>	<i>Required Action Completed</i>
<i>Tenure Track Faculty</i>		
Assistant Professor 3 rd Year Review*	At the end of the 3 rd year	Within 3 months of the start of Year 4
Promotion to Associate Professor with Grant of Tenure*	Within three months of the start of 6 th Year	End of 6 th Year
Grant of Tenure at Rank of Associate Professor	No later than start of 4 th year as Associate Professor (can be sooner)	End of 4 th year
Promotion to Professor	No required timeline, but generally not before 4 years as Associate Professor, except in exceptional circumstances. Suggest assessment after 5 years at rank.	No required timeline
Appointment to Professor (e.g., recruitment to RSPH)	During transition to Emory or immediately upon start	Within 1 year of start date
<i>CRT Track Faculty</i>		
CRT Assistant Professor 3 rd Year Review	Not required. Suggest prior to start of 4 th year	If submitted, Winter 4 th year
Promotion to CRT Associate Professor	No required timeline. Suggest start of 6 th year	No required timeline
Promotion to CRT Professor	No required timeline, but generally not before 4 years as Associate Professor.	No required timeline

*Faculty appointed in the tenure track prior to July 31, 2021, have received an automatic one-year extension to their tenure timeline related to the challenges faced during the COVID-19 pandemic. Faculty can choose to follow their original timeline or to use the COVID-19 extension based on circumstance.

Extension of the Tenure Clock

If a faculty member on the tenure track who has not yet been reviewed for tenure becomes a parent by birth or adoption, the faculty member will be granted an automatic extension of the tenure clock by one year. The faculty member should notify their Department Chair and the Executive Associate Dean for Faculty Affairs in writing of this change in status at the earliest possible date. The Dean must notify the Provost and Vice President for Academic Affairs. If a faculty member does not want to alter the tenure clock, then they must notify their Chair and Executive Associate Dean for Faculty Affairs in writing of the desire to maintain the original tenure date, within one year of the birth or adoption. In general, a tenure-track faculty member's extension in the promotion and grant of tenure may not exceed two years.

To obtain an extension of the probationary period for reasons other than childbirth or adoption, such as due to responsibility for managing the illness or disability of a family member, or illness of the faculty member, the faculty member must make a written request showing that their ability to demonstrate readiness for the grant of tenure has been substantially impaired. The petition, after being submitted to the Chair and Executive Associate Dean for Faculty Affairs, and if approved by the Dean, shall be submitted to the Provost. For faculty in the Woodruff

Health Sciences Center the petition must be approved by the Executive Vice President for Health Affairs before submission to the Provost. In the event that the petition is denied before being submitted to the Provost, the faculty member shall have the right to appeal directly to the Provost. The Provost will report regularly to the Board of Trustees on the number of extensions requested, the reasons advanced in support of each request and the granting or denial of each request.

B. THREE YEAR EVALUATION OF ASSISTANT PROFESSORS

As part of the ongoing evaluation and mentoring of early career faculty, the Departments as well as the Appointment, Promotion and Tenure (APT) Committee will review the progress of all non-continuous tenure track faculty members (e.g., Assistant Professors) at the end of their third year of employment. Dossiers, in the format provided in [Section I](#), should be provided to the Department Chair for Departmental review. The Department's tenured faculty members (or in the case of CRT faculty, all faculty of Associate and Professor rank) will initially review the dossier. The Department Chair will write a letter to the APT committee evaluating the Assistant Professor's performance and progress toward promotion and tenure based on the assessment of the faculty and chair. The Chair's letter should be prepared with the input and guidance of the tenured faculty members.

The Chair will then provide that letter, the dossier and previous annual review documentation of that faculty member to the Executive Associate Dean for Faculty Affairs and the dossier will be forwarded to the RSPH APT Committee for review. Following APT review, a letter from APT to the Department Chair is provided outlining the faculty member's progress toward promotion or the award of tenure and any guidance or suggestions from the committee to help the candidate or the Department prepare for a successful promotion. The Department Chair and senior Department faculty will then determine if the faculty member's appointment is to be renewed or will terminate following the fourth year. Normally, renewal implies an intention to continue the appointment through the sixth year for a promotion and tenure decision. The Chair shall then meet with the faculty member to discuss the review at the Departmental and School level. The faculty member may also meet with the Executive Associate Dean for Faculty Affairs to discuss the review.

C. PROMOTION OR APPOINTMENT WITH TENURE (Associate Professor and Professor)

An overview of the steps in the process of promotion to the rank of Associate Professor with the initial grant of tenure, the grant of tenure in rank of Associate Professor, or the Appointment as Professor with tenure is provided in the diagram with details and guidance on each step of the process provided below. In general, the process can take 6-9 months to complete after the dossier is provided and the formal process initiated. The final approvals by the Emory Board of Trustees occur only during their regular meetings typically in late September, early November, late January, and early May.



Initiation of Process:

A decision to initiate promotion to the rank of Associate Professor with the initial grant of tenure, the grant of tenure in rank of Associate Professor, or the Appointment as Professor with

tenure is the responsibility of the Department Chair in consultation with tenured senior faculty members in their unit (those at the rank or higher to which the faculty member is seeking promotion). Chair will inform the candidate personally and in writing of his/her decision to consider the candidate for promotion and later, on whether the senior faculty decided to recommend or not recommend appointment or promotion and the reason(s) for the decision. Once the chair has notified the faculty member about their decision to move forward, the faculty member should prepare their dossier as well as a list of at least six potential external evaluators (see guidance on external evaluators below). The initiation of the process and preparation of the dossier should be completed no less than 6-9 months before the end of the faculty member's 6th year, unless an extension has been filed (parental or COVID-19, see extensions above). After the candidate provides the complete dossier and list of potential evaluators to the Chair, a meeting of Department faculty eligible to vote for the action is called, and a discussion is held to determine if the action should be moved forward. In the case of promotion to Associate Professor, all tenured Department faculty members are eligible to vote. In the case of a recommendation for promotion to Professor, only the full Professors of the Department are eligible to vote. If there is initial agreement among eligible faculty to seek a promotion and/or grant of tenure, the Chair moves forward on the selection of external evaluators.

Selection of External Evaluators:

The chair is expected to solicit the names of potential external evaluators from the candidate and senior faculty. From those suggestions, the chair should identify six individuals who have agreed to provide such a review, with no more than three of those individuals arising from the candidate's suggestions. The names and email addresses of those individuals, and all those contacted, shall then be transmitted to the Executive Associate Dean for Faculty Affairs, who will formally solicit the six letters. Through this solicitation, the Executive Associate Dean for Faculty Affairs will provide the candidates complete dossier as well as a copy of the RSPH Criteria for Appointment, Promotion and Award of tenure of RSPH Faculty ([Section III](#)) to allow the reviewer to evaluate the candidate's scholarly achievements and, to the extent that the external evaluators are able, achievements in teaching and service or public health practice.

These reviewers must be, except in exceptional circumstances, at the full Professor level and be "arm's length" to the candidate, meaning they are not close friends, current or recent collaborators, former supervisors, advisors, or colleagues. Additional guidance on best practices for the selection of external reviewers is found in [Section E](#) below.

Department and RSPH Level Evaluation:

Following the receipt of the external evaluation letters, they are added to the candidate's dossier which serves as the basis for a vote on a recommendation for promotion (and/or grant of tenure) by eligible Department faculty members. The vote of eligible Department faculty members becomes part of the candidate's record. This vote of the faculty should be taken in a confidential manner, and a detailed explanation of dissenting opinions, if any, must be forwarded to the Dean with the Department recommendation.

The dossier and recommendation for promotion (and tenure) is made to the Dean through the Executive Associate Dean for Faculty Affairs. Included with the dossier should be a letter to the Dean from the chair describing the rationale for a recommendation for promotion, a summary of the candidate's achievements on the principal criteria, vote of the eligible faculty members and explanation of dissenting opinions, if any. The dossier is expected to contain appropriate documentation for achievements that are deemed "excellent" or "very good."

The dossier and recommendation from the chair are then presented to the RSPH Appointments, Promotion, and Tenure (APT) Committee for review and discussion. APT serves as an advisory committee to the Dean and provides their evaluation of the warrant of promotion and/or the award of tenure for the candidates. The Executive Associate Dean for Faculty Affairs distributes copies of the dossier and chair's letter to members of the APT Committee in advance of its scheduled meeting. The Committee may request specific additional information from the Department Chair. This request from the Chair of the Committee or Executive Associate Dean for Faculty Affairs should be in writing to the Department Chair. The Department Chair or designate will attend the scheduled meeting of the APT to present the candidates cases and clarifying questions can be asked of the Chair during their presentation.

The APT Committee reviews the credentials of the candidate and issues a written recommendation to the Dean as to whether the nomination should be approved or disapproved based upon the qualifications of the candidate. A recommendation of the APT Committee supporting the proposed promotion or appointment shall be based upon a confidential vote in which at least a simple majority of the members concur. When the recommendation of the APT Committee supporting the proposed promotion or appointment is not based upon a unanimous vote, a report containing the minority's opinions is required. A recommendation of the APT Committee against the proposed promotion or appointment shall be based upon a vote in which a simple majority of the members concur. When the recommendation of the APT Committee is against the proposed promotion or appointment, the APT Committee Chair should submit a report to the dean clearly delineating the perceived deficiencies of the candidate.

The Dean, along with the consent of the Executive Vice President for Health Affairs, makes their recommendation to the Provost and Executive Vice President for Academic Affairs.

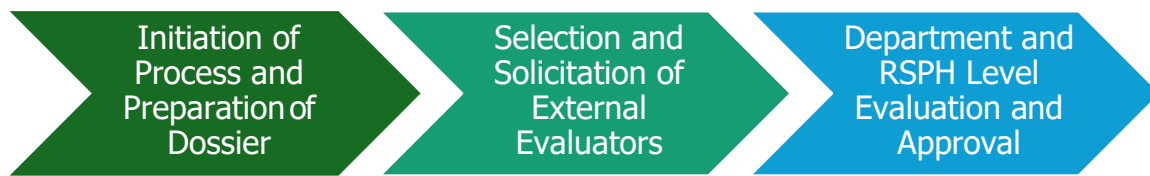
University Level Review and Approval:

Tenure is granted by the Board of Trustees. Appointments and promotions to the rank of Professor are similarly reviewed by the central University and the Board of Trustees. The dossier, including the letters from the Department Chair, Dean, and external evaluators are provided to the Provost's Office, and are presented to the Emory University Tenure and Promotion Advisory Committee ([TPAC](#)) for review and discussion. TPAC serves as an advisory committee to the President of the University and assists the President in promoting excellence across Emory to ensure comparable quality while protecting School distinctiveness. The TPAC is comprised of senior faculty elected by the tenured faculty in each of the Schools who review each file for tenure and promotion. As an advisory body, the TPAC does not exercise a vote on files, does not set policy, and does not serve as an appellate body. With additional review by the President and Provost, the dossier and recommendation are then sent to the Academic Affairs Committee of the Board of Trustees.

D. PROMOTION OF CRT FACULTY

An overview of the steps in the process of promotion of CRT faculty to the rank of Associate (Research, Teaching, Practice) Professor or Professor (of Research, Teaching, or Practice) in the diagram with details and guidance on each step of the process is provided below. In general, the process is like that of tenure track faculty with two major differences. The first is that only three external reviewers are required, and one can be internal to Emory, and the second is that the process concludes following APT review and approval by the Dean – no

University level review and approval occurs. With these differences in mind, the process can take 6-9 months to complete after the dossier is provided and the process initiated.



Initiation of Process:

A decision to initiate promotion of CRT faculty is the responsibility of the Department Chair in consultation with senior faculty members in their unit (those at the rank or higher to which the faculty member is seeking promotion). The Chair will inform the candidate personally and in writing of his/her decision to consider the candidate for promotion and later, on whether the senior faculty decided to recommend or not recommend appointment or promotion and the reason(s) for the decision. Once the chair has notified the faculty member about their decision to move forward, the faculty member should prepare their dossier as well as a list of at least four potential external evaluators and, if appropriate, an internal evaluator from within Emory. A promotion in the CRT track can occur any time after the fifth year of service as an Assistant Professor and after four years at the rank of Associate Professor for a promotion to Professor. After the candidate provides the complete dossier and list of potential evaluators to the Chair, a meeting of Department faculty eligible to vote for the action is called, and a discussion is held to determine if the action should be moved forward. In the case of promotion to Associate Professor, all Associate Professors and Professors of the Department faculty are eligible to vote. In the case of a recommendation for promotion to Professor, only the full Professors of the Department are eligible to vote. If there is initial agreement among eligible faculty to seek a promotion, the Chair moves forward on the selection of external evaluators.

Selection of External Evaluators:

The chair is expected to solicit the names of potential evaluators from the candidate and senior faculty. From those suggestions, the chair should identify three individuals (at least two external to Emory and up to one internal) who have agreed to provide such a review. The names and email addresses of those individuals, and all those contacted, shall then be transmitted to the Executive Associate Dean for Faculty Affairs, who will formally solicit the three letters. ***The external reviewers must be “arm’s length” to the candidate***, meaning they are not close friends, current or recent collaborators, former supervisors, advisors, or colleagues (see guidance in [Section E](#) below). For the internal reviewer, the reviewer can be a collaborator or colleague of the candidate, as this review is meant to provide an assessment of their collaborative work and commitment to team science, education, or practice. Through this solicitation, the Executive Associate Dean for Faculty Affairs will provide the candidate’s complete dossier as well as a copy of the RSPH Criteria for Promotion of RSPH Faculty ([Section III](#)) to allow the reviewer to evaluate the candidate’s achievements in research, teaching, and service/practice, as appropriate for the candidate.

Department and RSPH Level Evaluation:

Following the receipt of the external evaluation letters, they are added to the candidate’s dossier which serves as the basis for a vote on a recommendation for promotion by eligible Department faculty members. The vote of eligible Department faculty members becomes part of the candidate’s record. This vote of the faculty should be taken in a confidential manner, and

a detailed explanation of dissenting opinions, if any, must be forwarded to the Dean with the Department recommendation.

The dossier and recommendation for promotion (and tenure) is made to the Dean through the Executive Associate Dean for Faculty Affairs. Included with the dossier should be a letter to the Dean from the chair describing the rationale for a recommendation for promotion, a summary of the candidate's achievements on the principal criteria, vote of the eligible faculty members and explanation of dissenting opinions, if any. The dossier is expected to contain appropriate documentation for achievements that are deemed "excellent" or "very good."

The dossier and recommendation from the chair are then presented to the RSPH Appointments, Promotion, and Tenure (APT) Committee for review and discussion. APT serves as an advisory committee to the Dean and provides their evaluation of the warrant of promotion for the candidates. The Executive Associate Dean for Faculty Affairs distributes copies of the dossier and chair's letter to members of the APT Committee in advance of its scheduled meeting. The Committee may request specific additional information from the Department Chair. This request from the Chair of the Committee or Executive Associate Dean for Faculty Affairs should be in writing to the Department Chair. The Department Chair or designate will attend the scheduled meeting of the APT to present the candidates cases and clarifying questions can be asked of the Chair during their presentation.

The APT Committee reviews the credentials of the candidate and issues a recommendation to the Dean as to whether the nomination should be approved or disapproved based upon the qualifications of the candidate. A recommendation of the APT Committee supporting the proposed promotion shall be based upon a confidential vote in which at least a simple majority of the members concur. When the recommendation of the APT Committee supporting the proposed promotion is not based upon a unanimous vote, a report containing the minority's opinions is required. A recommendation of the APT Committee against the proposed promotion or appointment shall be based upon a vote in which a simple majority of the members concur. When the recommendation of the APT Committee is against the proposed promotion or appointment, the APT Committee Chair should submit a report to the dean clearly delineating the perceived deficiencies of the candidate. The Dean then makes the final determination on the promotion, and the candidate is notified.

E. EXTERNAL REVIEWER BEST PRACTICES

This guidance on external reviewers was developed by the Office of the Provost to guide the selection of reviewers "at arm's length" for tenure track promotions and grants of tenure. These same guidelines should be applied to the selection of the two external reviewers required for promotion on the CRT track as well. Candidates should provide chairs with a list of 3-6 potential external reviewers based on this guidance, and the Department chair and Department faculty will provide additional reviewer options. Candidates should not in any way contact potential reviewers.

External reviewers should be leaders in their field. In the main, these reviewers should be at the full Professors level or equivalent. Only under exceptional circumstances could a tenured Associate Professor provide the evaluation and any consideration of requesting the evaluation from an Associate Professor should be discussed with the Executive Associate Dean for Faculty Affairs. For CRT faculty promotions to Associate Professor, an external reviewer at the rank of Associate Professor is acceptable. The list of potential external reviewers must not consist of evaluators who have solely been recommended by the candidate. Instead, the final

list of recommended reviewers should be developed with input from the candidate and various voices within the Department. This may include faculty within the candidate's field, the Department's faculty, and the chair of the Department. Best practice in quality assurance also ensures that external reviewers are at arm's length from the candidate under review. This means that reviewers/consultants are not close friends, current or recent collaborators, former supervisors, advisors, or colleagues.

Arm's length does not mean that the reviewer must never have met or heard of the candidate. It does mean that reviewers should not be selected who are likely, or perceived to be likely, to be predisposed, positively or negatively, to the candidate. Below are examples of what does and does not constitute a close connection that would violate the arm's length requirement.

Examples of what may violate the arm's length requirement:

A previous member of the same program or Department as the candidate at the same time

Received a graduate degree from the same program as the candidate at the same time

A regular co-author and research collaborator with the candidate within the past seven years, and especially if that collaboration is ongoing

Close family/friend relationship with the candidate

The candidate's doctoral supervisor

Examples of what does not violate the arm's length requirement:

Appeared on a panel at a conference with the candidate

Served on a granting council selection panel with the candidate

Author of an article in a journal edited by the candidate, or a chapter in a book edited by the candidate

Presented a paper at a conference held at the University where the candidate is located

Invited candidate to present a paper at a conference organized by the reviewer or to write a chapter in a book edited by the reviewer

Received a bachelor's degree from the same University

Co-author or research collaborator with the candidate more than seven years ago

Presented a guest lecture at the University of the reviewer

Reviewed for publication a manuscript written by the candidate

Outside Reviews for Named/Endowed Professor-Level Senior Hires

When hiring senior laterals, obtaining external reviewer letters can present several challenges. If the candidate is truly eminent in the relevant field, finding reviewers who are at arms-length can be a problem. Schools should avoid selecting reviewers whose relationship to the candidate exhibit sharp conflicts, such as being a co-author and/or research collaborator within the past seven years, colleague at the same institution during the same period, or holding joint interests in intellectual property. Any conflict that appears on the reviewer form must be addressed in the Dean's letter, however.

F. APPOINTMENT, PROMOTION AND TENURE COMMITTEE AND REVIEW PROCESS: BYLAWS

Committee Structure

The Appointment, Promotion and Tenure (APT) Committee is a required standing committee of the RSPH. It consists of one tenured faculty member from each academic Department elected by a vote of all tenure track faculty in their Department. In addition, three tenured faculty members are elected at-large by a vote of all tenure track faculty in the School and one Clinical/Research track faculty member, and an alternate is elected at-large by a vote of all non-tenure track faculty. Nominations for the at-large representatives may come from any Department in the School. However, no Department may be represented by more than two tenure track members on the APT Committee.

Elected members serve terms of three years. Representatives may be re-elected by their Departments or through at-large elections but can serve no more than two consecutive terms. Terms are staggered such that one-third of the Committee is newly elected each year.

The APT Committee Chair is a member of the Committee who is nominated by a vote of the members and appointed by the Dean to serve a term of two years. The Chair also serves *ex-officio* on the School's Faculty Council and the Dean's Leadership Team.

Committee Process

The Committee normally meets monthly with more frequent meetings as may be necessary. A quorum is required for the meeting to proceed, with a quorum defined as seven voting members, and for CRT faculty cases, the CRT track representative (or alternate) must be present. The Executive Associate Dean for Faculty Affairs is an *ex-officio* member of the committee, and the committee is supported by the office of the Executive Associate Dean for Faculty Affairs.

Following a vote on a recommendation for appointment, promotion or tenure, the outcome is made known to the Dean. The Committee will provide a written report of its deliberations, votes, and recommendation to the Dean as part of the record.

When there is any dissent in the vote, the Committee will include in its written report the principal reasons for voting to approve or disapprove the action. The report is normally composed by the Committee Chair and with input from the Committee. When there is significant dissent, members of the Committee may be invited to submit a minority report to accompany a report from the Committee endorsed by a majority of its members.

The candidate's dossier, and committee report containing the vote are submitted to the Dean. All appointments and promotions in the CRT track are reviewed by the Dean and, if approved, reported to the Executive Associate Dean for Faculty Affairs for implementation. They are annually reported to the Office of the Provost.

Only committee members at the rank of Professor will review and recommend promotions to the rank of Professor. For the review of promotions to the rank of Professor, APT committee members at the rank of Professor will assemble as an ad hoc APT Committee. Each Department must have at least one faculty member serving on the ad hoc APT Committee. When a Department is not represented on the APT Committee with a Professor (e.g., if their regular APT Committee member and at-large representative are a tenured Associate Professors) the tenure track Department faculty will elect a representative at the rank of Professor to serve on the ad hoc APT Committee. The at-large Clinical/Research track faculty

member will review all cases for promotion and tenure but only vote on those cases on the CRT track.

Appointments or promotions to Professor or to a rank (e.g., Associate Professor) with tenure, once approved by the Dean, are forwarded to the Executive Vice President for Health Affairs and University Provost. They are then reviewed by the President and the TPAC before going to the Academic Affairs Committee of the Emory University Board of Trustees.

G. APPEALS

Members of the Emory University faculty who are reviewed for and denied tenure and/or promotion may appeal their decisions. If denial occurs at the Department level, faculty may appeal to the Dean of the RSPH. This would include when the Department chair declines to initiate the promotion process at the appropriate time or if the Department recommendation is unfavorable. It is therefore expected that appeals will be made only in exceptional circumstances, and it is understood that the appeal procedures set forth below shall not impede or preclude other kinds of communication between faculty and administrators concerning cases of renewal, promotion, or tenure.

Guidelines for an Appeal of a Department Level Decision

1. The Dean shall notify the candidate in writing that they have not been recommended by their Department for renewal of a term appointment or for promotion and/or tenure in their Department and shall advise the candidate of the right to appeal such a recommendation.
2. The basis of the appeal shall include any of the following:
 - a. The RSPH Guidelines for Appointment, Promotion, and Tenure were not, in a material way, used to guide the decision to promote and/or award tenure, *or*
 - b. The RSPH process for promotion and/or the award of tenure was, in a material way, either not followed or implemented in an arbitrary or capricious manner, resulting in a substantially negative effect on the process, *or*
 - c. The candidate believes the Departmental recommendation involves an infringement of their academic freedom.
3. The candidate must provide to the Dean, ***in writing and within 30 calendar days of the written decision to deny renewal or promotion and/or tenure***, the written request of appeal outlining the reason for the appeal and including any supplemental materials relevant to the appeal.
4. The candidate's written appeal and materials shall be made available to the chair of the Department, who may, in consultation with the Department and within one week, submit a response to the Dean.
5. The RSPHAPT meeting will then convene, within 1 month of receiving the appeal and chair's written response, to review all materials pertinent to the issues of the appeal including the full dossier. As in other review cases, the APT committee will include discussion with the Department chair and the candidate's advocate, if the candidate chooses one. The APT is empowered to gather additional information regarding the appeal from the Department, the candidate, and/or appropriate persons inside or outside Emory University.
6. The RSPH APT Committee shall respond to the appeal in one of two ways:
 - a. Having found insufficient evidence to support the appeal, the committee may recommend to the Dean that the Department's recommendation be upheld.

- b. Having concluded that the Department may have failed to adequately utilize the RSPH Appointment, Promotion, and Tenure Guidelines to guide the decision, to implement the process, or may have violated the candidate's academic freedom, the committee may either:
 - i. Request that the Department reconsider the credentials of the candidate and render a second recommendation to the committee prior to the committee's final recommendation to the Dean, or
 - ii. Move directly to make a recommendation to the Dean based on the committee's judgment of the merits of the candidate's case.
7. The RSPHAPT Committee shall forward its recommendation to the Dean in writing, including a written explanation of the recommendation.
8. The Dean will decide on what appropriate action is to be taken and will inform the candidate, the RSPHAPT Committee, and the Department, in writing and within 1 week.

Appeal of a Dean's Decision

A tenure track candidate may appeal an unfavorable decision by the Dean to the Provost who will confer with the Executive Vice President for Health Affairs on the appeal. Guidelines on appeals to the Provost are found in the [Emory University Faculty Handbook Chapter 5](#) and the Emory University Statement of Principles Governing Faculty Relationships ("[Gray Book](#)").

Appeal of the Revocation, Suspension, or Transfer of a Continuous Appointment

If the appointment of a faculty member holding a continuous appointment (tenured) is suspended, transferred or terminated, that decision may be reviewed by a Faculty Hearing Committee of five tenured faculty members (none from the academic unit of the faculty filing an appeal) selected by the Executive Committee of the Emory University Faculty Council, in consultation with the Provost and Executive Vice President for Academic Affairs. This Committee shall conduct hearings, make findings of fact, and make recommendations to appropriate University officers.

Discrimination-based Appeal

Any faculty member may appeal an unfavorable decision believed to be based upon prohibited discrimination through the grievance procedure prescribed by the Emory University [Office of Institutional Equity and Compliance](#).

H. RECORDS

This document (and any additional Department or center requirements) on promotion, tenure and termination must be kept on file in the office of the Chair of each Department, the Dean of the Rollins School of Public Health, the Provost and Vice President of Academic Affairs, and the Office of Equal Opportunity Programs.

Complete records of the review process for each candidate, including all pertinent data and the written reports of recommendations, must be kept on file in the Office of the Executive Associate Dean for Faculty Affairs for a period of not less than three years, whether or not a recommendation for appointment or promotion was made.

A complete record of the appointment and promotion history of each faculty member shall be kept on file in the office of the Dean of the Rollins School of Public Health for at least seven years following the individual's resignation, termination, or retirement date.

I. CHANGING TRACKS

Changing from a non-tenure track to a tenure track position is allowed only if the candidate applies for an open national or international search for a faculty position and emerges as a candidate who merits appointment. Best practices must be followed.

Changes from tenure track to a non-tenure track must be approved by the Provost. Such changes typically are made at the Assistant Professor rank and among untenured Associate Professors on the tenure track. The Dean must submit a dossier with letter of request for the change, letter of justification by the Department Chair and the candidate's CV. Request for Associate Professors who shift from tenure track to non-tenure track must be made by the third year in rank. Once an individual moves from the tenure track to CRT track, they cannot return to the tenure track.

J. JOINT APPOINTMENTS

Joint Department Appointments Within the RSPH

A faculty member may hold a joint appointment with multiple Departments in the Rollins School of Public Health. One Department must be identified as the primary appointment. The recommended joint appointment shall be negotiated by the Department Chair, the Dean, and the candidate. To receive a joint appointment, the candidate must satisfy the requirements for appointment in both Departments.

Tenure shall exist only with respect to the primary appointment if the faculty member holds tenure.

Promotion of a candidate with a joint appointment in multiple Departments may be recommended by one or several Departments. The promotion process is normally initiated by the Department in which there is a primary appointment but may involve a consultation with faculty in other Departments sharing the appointment. The faculty member's rank should be comparable in all Departments.

Joint Appointments Between Schools

A faculty member may have a joint appointment with a Department in the RSPH and a Department or program in some other School in the University. The primary appointment may be in the Rollins School of Public Health or in the other School. The recommendation for such a joint appointment shall be negotiated with the candidate, the RSPH Department Chair, the Chair of the Department in the other School and the Dean of each of the two Schools. In order to receive a joint appointment, the candidate must satisfy the requirements for appointment in both Schools. A memorandum of understanding shall be put into place to codify the agreements between the Schools.

Promotion of a candidate with a joint appointment in two different Schools can be recommended in one or both Schools. Promotion in each School requires that the candidate satisfies the standards and guidelines of each School. The faculty member's rank in the primary School is usually comparable to the rank in the other School. The School in which the faculty member holds a primary appointment initiates a promotion and tenure review process.

K. SECONDARY APPOINTMENTS

A faculty member may hold a secondary appointment in a Department or several Departments other than their primary appointment within the RSPH or with other Departments, programs, and School at the University. The appointments are courtesy appointments, and each

Department has its own requirements for holding a secondary appointment and the process by which those appointments are made. The promotion and/or grant of tenure process can only be initiated by the Department of primary appointment and the secondary appointment Department(s) have no role in the process other than the conventional APT roles described above. Generally, the faculty member's rank in the primary Department is reflected in the secondary appointment.

L. ADJUNCT FACULTY APPOINTMENTS

Faculty of the Rollins School of Public Health whose academic ranks contain the prefix Adjunct, i.e., Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor and Adjunct Professor, are individuals who do not have a regular Emory University faculty appointment, who have completed their graduate education and who are expected to contribute actively to the educational and/or research programs of the Rollins School of Public Health. Adjunct faculty members are given limited appointments (non-tenure track), either with or without compensation depending on their duties and their ability to receive compensation when appropriate.

Special Titles for Former Public Health Workforce Adjunct Faculty

HPM: Health Policy Scholars

The Department of Health Policy and Management (HPM) at the Rollins School of Public Health houses the Health Policy Scholars at Rollins program, designed to foster a community of former federal, state, and local public health officials, engage their expertise, and create new opportunities for collaboration with our faculty and students. Health Policy Scholars will receive a non-paid adjunct appointment (or secondary appointment where applicable). In turn, HPM will benefit from their leadership and public health experience through seminars, collaborative projects, and mentorship of students. To be eligible, individuals must have at least five years of public health service within federal, state, or local government. Current HPM adjuncts or secondary appointments may apply if they meet eligibility criteria. All appointments must be approved by the HPM Department Chair.

Appointment Process for Adjunct Faculty

Nominations for appointments to the adjunct faculty ranks are initiated by the Department Chair in consultation with their Department faculty members. Such appointments do not require an open search. The Chair conveys the Department faculty's recommendation for an adjunct appointment through a letter to the Office of the Executive Associate Dean for Faculty Affairs stating the rationale for the appointment (anticipated or current contributions to the Department or School), whether the position will be paid or unpaid, and the recommended rank. Adjunct appointments are made for a period of three years, subject to renewal, with the approval of the Dean.

M. VISITING APPOINTMENTS

Visiting faculty are limited appointments of no more than one year duration. Nominations for appointments of visiting faculty are recommended and processed as are those appointments for adjunct status and are subject to the approval of the Dean. Visiting appointments shall be reported annually to the Provost and Executive Vice President for Academic Affairs.

N. EMERITUS, EMERITA, EMERIT APPOINTMENTS

A retiring regular member of the faculty (Tenure Track or CRT) who has reached age fifty-five and has served as a member of the Emory faculty for at least ten continuous years, and whose

total age and years of continuous service equal at least seventy-five, may be considered for an “emeritus, emerita, or emerit” title that reflects rank and appointment track at the time of retirement. Following rules and guidelines for academic titles, the Dean of the academic unit where the faculty member’s appointment is housed may recommend a faculty member to the Provost and Executive Vice President for Academic Affairs and the President, who shall inform the Board of Trustees, if awarded. Faculty interested in emeritus, emerita, or emerit titles must inform the Executive Associate Dean for Faculty Affairs at least 6 months prior to the planned retirement date and should provide a one-page CV and their home address.

An adjunct faculty who has served in that role for at least ten continuous years and whose total age and years of continuous service equal at least seventy-five, may be considered for an emeritus title that reflects rank and appointment track at the time of retirement. All such appointments must be approved by the Department Chair and Dean of the Rollins School of Public Health before submission to the Provost and Executive Vice President for Academic Affairs.

VI. CURRENT MEMBERSHIP OF THE RSPH APPOINTMENTS, PROMOTION, AND TENURE COMMITTEE

Committee Members as of August 1, 2025

Elected 2023: serves through July 2026

Sarita Shah (EPI at-Large), Professor

Eugene Huang (BIOS), Professor

Claire Sterk (BSHES), Professor

Yan Sun (EPI), Professor

Michael Caudle (GDEH at-Large CRT), Research Associate Professor

Elected 2024: Serves through July 2027

Benjamin Druss (HPM), Professor

Solveig Cunningham (HDGH), Professor

Aryeh Stein (HDGH at-Large), Professor

Azhar Nizam (BIOS at-Large CRT), Research Professor

Elected 2025: serves through July 2028

Stefanie Ebelt (GDEH at-Large), Professor

Donghai Liang (GDEH), Professor

Committee Chair: serves through July 2027

Aryeh Stein (HDGH at-Large), Professor