4.2 Faculty Policies and Procedures. The school shall have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.

a. A faculty handbook or other written document that outlines faculty rules and regulations.

The school adheres to the policies and procedures of the *Indiana University Academic Handbook (Electronic Resource 1.3.d)*, which is the official handbook of academic policies that guide faculty on all eight Indiana University campuses. Additionally, the school attends to specific interpretations of Indiana University policies and procedures as they apply to the IU Bloomington campus, which are articulated in the *IU Bloomington Academic Guide (Electronic Resource 1.3.e)*. These two documents collectively detail university and campus specific policies and procedures related to faculty, including details on the range of academic appointments, ranks, and privileges; descriptions of appointment policies; summaries of academic and student policies, tenure procedures, and conditions of work relevant for academic appointees; and information about the available academic support systems and services. Additionally, Indiana University maintains public access to all policies related to faculty, staff and students via the *IU Policies* page of the university website.

b. Description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.

An effective approach to faculty development is dependent upon collaborative efforts between school and campus level opportunities, services, support units, and incentive programs. Within the school, faculty development efforts are situated at the level of the academic departments, the office of the dean, and across specific faculty governance committees. At the level of the campus and university, a range of faculty development initiatives are provided to support the efforts within departments and schools, and to pursue faculty development in a manner that contributes to a greater sense of common mission for the campus.

**Campus-Level Faculty Development**

At IU Bloomington, faculty and career development initiatives are largely situated under the auspices of the Vice Provost for Faculty and Academic Affairs (VPFAA) and the Office of the Vice Provost for Research (OVPR), whose efforts include annual competitions, ongoing programs and services, and research studies designed to understand better the careers of IU faculty, identify needs, and plan relevant programs. In addition to working closely with the Bloomington Faculty Council to develop, interpret, implement and evaluate academic policies, and to manage the campus-level roles in tenure and promotion processes, VPFAA and OVPR offer a series of programs focused on faculty development, including those described below.

*New Faculty Orientation:* The campus hosts series of events that are both social and professional in intent, designed to give faculty an opportunity to meet each other and already established faculty from other departments, to learn more about campus resources and research opportunities on campus, and to take advantage of the rich cultural resources the campus has to offer.
Tenure and Promotion Mentoring: The campus delivers annual workshops on the processes for tenure and promotion, individual consulting and mentoring with the Vice Provost and Associate Vice Provosts, and a matching program that links pre-tenure or pre-promotion faculty to senior faculty on the campus whose background will be helpful to a faculty members development, particularly in the areas of promotion and tenure preparation.

The Center for Innovative Teaching and Learning (CITL): CITL provides leadership and expertise that support efforts toward curricular innovate in the curricula, to implement effective pedagogies in and beyond the classroom, and to enhance student learning and engagement. CITL provides a variety of services for all faculty and instructors at IUB, including individual consultations, departmental consultations and workshops, classroom observations, assistance with course development and the assessment of student learning, and support for Associate Instructors. CITL is a partnership between the Office of the Vice Provost for Undergraduate Education and University Information Technology Services.

Teaching Development Policy: A Bloomington Faculty Council resolution requires each academic unit to develop a plan for evaluation and improvement of teaching (Electronic Resource 4.2.a). The Vice Provost for Undergraduate Education, Vice Provost for Faculty and Academic Affairs, and the Dean of the University Graduate School are charged with evaluating the plans regularly and assisting each unit's progress.

Research Development: The mission of the OVPR is to work with individuals, teams, centers, institutes, and schools to foster excellence in research and creative activities and to offer support to faculty to successfully compete for external funding. Specific research development opportunities for faculty were described in more detail in Section 3.1 of this self-study.

Leadership Development: Indiana University is a member of the Committee on Institutional Cooperation (CIC), a consortium of Big Ten Universities and the University of Chicago. The CIC offers faculty development and leadership activities which are coordinated by the Office of the Vice Provost for Faculty and Academic Affairs. These activities include the Department Executive Officers (DEO) Seminar, a three-day event focused on conflict resolution and group problem solving, and the Academic Leadership Program (ALP), a series of seminars on leadership and management skills. DEO Seminar participants and ALP Fellows are selected to represent Indiana University-Bloomington in these programs through an annual nomination process. Details about these leadership development programs are available in the leadership development section of the VPFAA website.

Sabbatical Leaves: The VPFAA administers sabbatical leaves for which faculty can apply every seven years. Sabbaticals consist of the equivalent of one semester at full pay or two semesters at half pay and need not be taken in a single academic year. Leaves without pay are also routinely granted to faculty for purposes of scholarly research and instructional development. Details of the IU sabbatical leave program are available online.

Student Academic Appointees: Given that today's student academic appointees are tomorrow's faculty and academic leaders, the campus maintains specific policies and procedures related to the development of student academic appointees. These policies and procedures are outlined in Electronic Resource 4.2.b.
School- and Department-Level Faculty Development

Faculty development efforts within the school are situated under the auspices of the Executive Associate Dean for Academic Affairs, the SPH Academic Council with specific efforts charged to its faculty governance subcommittees, and leadership within the academic departments. A description of these efforts follows.

**New Faculty Orientation:** Each fall, the Executive Associate Dean conducts an orientation for new faculty, which seeks to provide opportunities for new faculty to become acquainted with the policies and procedures of the school and to initiate the development of support networks within each new faculty cohort.

**Faculty Tenure and Promotion Workshops and Mentoring:** On an annual basis, the Executive Associate Dean and the Associate Dean for Research and Graduate Studies conduct group discussions and provide individual mentoring to faculty about the conceptualization and operationalization of their teaching, research and service objectives and the preparation of the dossier.

**Faculty Teaching Development:** The Committee on Teaching and Learning provides leadership to the school on matters related to the delivery of teaching, student learning outcomes, and curricular assessment and the school’s efforts toward ensuring effective methods and models of teaching for faculty and other instructors. This committee also provides leadership to the school in areas related to online education and other diverse and innovative approaches to the advancement of the school’s teaching and learning approaches. The Committee on Teaching and Learning is additionally charged with fostering and maintaining a relationship with the Indiana University Bloomington campus Center for Innovative Teaching and Learning (CITL). As a core function, this committee contributes to the school’s evaluation and planning activities on matters related to enhancing the school’s approaches to teaching and learning and assisting faculty in the process of evaluation, and principally the process of tenure and promotion.

**Faculty and Staff Public Health Competency Development:** During the 2012-2013 academic year the Committee on Teaching and Learning, in collaboration with the Public Health Leadership Committee, piloted a series of workshops designed to facilitate the ability of faculty and staff to expand their understanding of the core areas of public health and to develop competency in these areas to support multidisciplinary efforts. The resulting “Fundamentals of Public Health” series offered four workshops that were attended by an average of 30 faculty and staff per workshop. Feedback from this series indicated that faculty and staff, particularly those from disciplines not traditionally considered public health, valued the opportunity to enhance public health knowledge. Beginning summer 2014, the school will continue this initiative, but instead of in-person sessions will make available the “Public Health and YOU” workforce development series that offers ultimate flexibility given its online format. The school will closely assess participation in the series by faculty and staff and continue to expand opportunities for faculty to integrate public health knowledge into their research, teaching, and community-based activities.

**Faculty Research Development:** Development in the area of research is the primary responsibility of the Associate Dean for Research and Graduate Studies and the Committee on Research and Creative Activity. Each year, the Associate Dean meets with new tenure-line faculty to discuss each individual’s research-related goals, to understand faculty perceptions of research development needs, and to facilitate linkages to services, programs, and other faculty
within the school and across the IUB campus and IU’s regional campuses. The Associate Dean, in collaboration with the Committee on Research and Creative activity, administers an annual research investment program that supports the development of faculty research programs. These internal research development mechanisms were described in more detail in Section 3.1 of the self-study. The Committee on Research and Creative Activity implements a series of research skill development seminars and workshops annually, and the school is an active member in the Workshop in Methods on the IUB campus, which offers seminars on specific research methods and tools and informational presentations on topics such as grant writing, statistical and methodological consulting, and successfully navigating IRB.

**Academic Service Development:** The Committee on Service provides leadership to the school on matters related to academic service by faculty, staff, and students, with particular emphasis on the establishment of policies and procedures that support academic service and the manner in which service activities of faculty and staff are acknowledged in processes related to their career advancement. As a core function, this committee contributes to the evaluation and planning activities of the school on matters related to academic service and assisting faculty in the process of evaluation, and principally the process of tenure and promotion.

**Community Service and Community Engagement Development:** The Committee on Community Engagement and Workforce Development provides leadership to the school in two key areas: 1) faculty, staff, and student engagement with community-based entities in ways that contribute to the advancement of public health practice; and, 2) the involvement of faculty, staff, and students in programs that support the professional development of a multidisciplinary public health workforce. As a core function, this committee contributes to the school’s evaluation and planning activities related to goals and objectives specific to community engagement and workforce development. The Office of Global and Community Health Partnerships (OGCHP) provides leadership to the school’s efforts to engage faculty, staff, and students in community-based partnerships and contributes to faculty development by offering consulting on partnership development and maintenance and partnership tracking and evaluation.

**Support for Part-Time and Adjunct Faculty**

While many of the established systems for faculty development are offered primarily for full-time faculty, it is the case that the school strives to ensure that adjunct and other part-time faculty, particularly those with instructional responsibilities, have access to teaching development resources. The Center for Innovative Teaching and Learning (CITL), described earlier in this section, is the primary resource on campus for such faculty, in addition to the more departmental-centric support that is provided on a department by department basis. CITL provides individual consulting and teaching evaluation services for such faculty. Each department in the school appoints a liaison to adjunct faculty in particular; most typically this is the departmental directors of undergraduate education.

c. **Description of formal procedures for evaluating faculty competence and performance.**

Faculty of the school are expected: (1) to make significant contributions to the school’s mission and to provide high quality professional service at the international, national, state, local, university, school, and departmental levels; (2) to provide high quality teaching at both the undergraduate and graduate levels; and (3) to improve the quality and quantity of research and scholarly activity.
Pre-Tenure and Pre-Promotion Reviews
Of particular importance is to be supportive of the professional development of early career individuals who join the faculty but who have not yet been awarded tenure or who have yet to be promoted in rank. Prior to being promoted or receiving tenure, all faculty members are required to submit documentation regarding their performance on an annual basis for review by their department. This process is critical to providing faculty member with objective feedback about their performance and is used by the department chairperson to collaborate with each faculty member on the preparation of plans for enhancing their development.

During a faculty member’s third year of appointment, a formal third year review is conducted and is used for the basis of recommendations regarding continuing appointment. Faculty are required to prepare a dossier documenting evidence of their performance in the areas of assessment (tenure-eligible faculty document accomplishments in the areas of research, teaching and service and non-tenure eligible individuals document performance in teaching and service). Within the faculty member’s respective department, a three-person committee is established that performs a review of the dossier and provides a detailed summary of their evaluation of performance in each area. The committee also makes a recommendation regarding reappointment. Subsequently, the dossier and materials are reviewed by the department chair, who makes a recommendation regarding reappointment to the dean of the school and also provides a written assessment of the faculty member’s performance. The dean makes a recommendation regarding reappointment to the Vice Provost for Faculty and Academic Affairs who subsequently consults with the Provost on the reappointment decision.

Promotion and Tenure Reviews
For tenure-eligible faculty, the official promotion and tenure review occurs during the candidate’s sixth year of service although faculty have the right to request an earlier review for either promotion or tenure. Post-tenure, the review for promotion from associate to full professor occurs on a timeline that is at the faculty member’s discretion.

For non-tenure eligible faculty, the official promotion review from lecturer to senior lecturer and from clinical assistant to clinical associate professor occurs during the candidate’s sixth year of service although faculty have the right to request an earlier review. Faculty in scientist ranks consult closely with their respective department chair when making a decision about the timing of their review for promotion as no official university or school timeline exists.

A full description of the policies and procedures related to tenure and promotion was provided previously in Section 1.5 of the self-study. Contained within the electronic resource file are documents related to the process of promotion and tenure. These include the Indiana University Tenure and Promotion Handbook (Electronic Resource 1.3.g), a copy of the SPH Promotion and Tenure Procedures (Electronic Resource 1.3.h), a copy of the SPH Promotion and Tenure Criteria (Electronic Resource 1.3.i).

Ongoing Annual Reviews
All faculty, regardless of rank and tenure status, are required to submit details of their activities during the calendar year using the Indiana University Faculty Annual Report (FAR) system. Using the FAR, faculty provide a detailed summary of their accomplishments during the previous calendar year in the areas of teaching, research, and service. All faculty members provide additional supporting documents including an updated curriculum vitae and copies of all teaching evaluations. The department chairperson meets individually with all faculty members below the rank of full professor to discuss their achievements prior to the end of each academic year.
Adjunct and Part-time Faculty

Adjunct and part-time faculty are evaluated exclusively based upon the specific service they are providing to their department. For most faculty in these ranks, assessments of faculty competence and performance are based primarily upon the teaching evaluations that are required to be conducted in each course they teach.

d. Description of the process used for student course evaluation and evaluation of instructional effectiveness.

All faculty (including those in adjunct and part-time ranks) are required to conduct course evaluations during class time at the conclusion of each semester. All courses are evaluated using Indiana University-Bloomington's Standard Course Evaluation system, which collects both quantitative and qualitative data. The evaluations are completed anonymously outside the presence of the course instructor. All evaluations are analyzed by a university-level entity, Bloomington Evaluation Services and Testing (BEST), which sends to the department chairperson a detailed analysis of the scores for each course with comparisons to university-established norms.

Students' written comments are compiled in their respective department. After review by the department chairperson, each faculty member receives a copy of the results of the evaluation for each course. A summary of course evaluation scores and student comments per course are retained by semester, in a departmental file, and are available during the faculty's annual review with the chair.

Faculty candidates for tenure and/or promotion are required to include summaries of student evaluations in their dossier along with descriptions, including supporting evidence, of how they used student feedback to improve their teaching.

A summary of selected quantitative data from the formal teaching evaluations of core and required courses for the MPH degree program are included for the years 2011-2014. This file is password protected and only accessible by the CEPH designated review team. The file is available here as Electronic Resource 4.2.c.

e. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths

The school and university maintain established, published, and publically available policies and procedures for faculty recruitment, appointment, promotion and tenure. One significant outcome of the self-study process was the school's revision to the SPH Promotion and Tenure Criteria, which now are consistent with the schools goals and objectives and more readily recognize the range of activities expected of faculty within a school of public health.

Specific mechanisms are in place throughout the school for the ongoing assessment of faculty competence and performance prior to the official promotion or tenure review. All faculty are required to conduct and make available to department chairs their indicators of instructional effectiveness as a matter of university policy.
The school has imbedded attention to the core functions of faculty across the subcommittees of the school’s governance structure, resulting in efforts by these committees to ensure ongoing faculty development efforts. These include educational efforts and support for teaching, research, service, and community engagement. Additionally, as a newly transitioned school of public health, the school continues to prioritize the availability of educational programs that seek to increase the number of faculty and staff (particularly those from non-public health backgrounds) who have attained competencies in the basic knowledge areas of public health and who are able to more effectively articulate the manner in which their unique discipline and areas of expertise contribute to the global goals of public health.

Weaknesses
As a result of the self-study, faculty recognized as a weakness the lack of specific attention to diversity and inclusion issues in the new faculty orientation and beginning with the 2014-2015 academic year a component will be added to the orientation program that will address these important values. Additionally, the Committee on Diversity and Inclusion, during its most recent evaluation and planning activities, identified the school’s range of courses that are diversity-focused or diversity-infused as less than optimal; attention to improving this is included in the diversity and inclusion facilitation plan.

As is observed in the course evaluation data presented in Electronic Resource 4.2.c, there have been inconsistencies in the extent to which some faculty have made available their teaching evaluations. Department chairs have been made aware that departmental maintenance of teaching evaluations for all courses is mandatory and the school anticipates that this will no longer be a weakness for the school. Additionally, the evaluations of some of the core courses indicate unsatisfactory effectiveness and chairs have been focused on working with those faculty to improve their teaching skills and, in some cases, to make changes to the instructors for courses.

Future Plans
During the 2014-2015 academic year, Indiana University will move to an internet-based format for the official promotion and tenure dossier. As a result, the school anticipates the need to ensure that our faculty development efforts are responsive to the unique challenges that faculty may face as a result of the new format.

Additionally, the school began to use the School of Public Health Admissions System (SOPHAS) beginning in the fall of 2014; this has resulted in the need for ongoing training for faculty in order to ensure a more seamless transition to this new system.

The new faculty orientation for fall 2014 included specific attention to issues of diversity and inclusion and the Committee on Diversity and Inclusion plans to implement strategies to build the knowledge and skills of faculty in diversity-related areas in an effort to improve faculty cultural competence but also to work toward expanding the extent to which competencies that guide the school’s academic programs are more reflective of diversity issues and the number of courses that are diversity-focused or diversity-infused.

During the 2014-2015 academic year, the school will make its Public Health & YOU continuing education series available to faculty who are from non-public health areas in order to increase the extent to which the full complement of faculty in the school have attained competencies in the basic knowledge of public health.