

PREAMBLE

Lehigh University's College of Health maintains high standards and expectations for faculty advancement, and is also committed to each faculty member's development as a scholar, a teacher, and an invested citizen and future leader of both Lehigh University and the faculty member's broader academic discipline. This document is intended to provide the clarity faculty members need to attain performance levels necessary for advancement at all career stages. The guidelines below provide substance, definition, and perspective for members of the College of Health regarding the university's essential tenure and promotion criteria "excellence in teaching, research and scholarship, and service to the university," as stated in R&P 2.2.1.5. These guidelines are a supplement to and do not supersede the Rules and Procedures of the Faculty. They should be useful to faculty anticipating promotion, to those evaluating tenure and/or promotion, including external evaluators, members of the COH Tenure and Promotion Committee(s), and administrators involved in the tenure and promotion processes. Faculty reappointment, tenure, and promotion actions are recognized and granted formally by the Board of Trustees.

It is the faculty members' responsibility to:

- Be familiar with the university's Rules and Procedures of the Faculty and with this document.
- Take an active role in the tenure and promotion process, seeking feedback and mentoring as necessary or desired from their chair and other senior colleagues.
- Understand and meet the standards and criteria for tenure and promotion.
- Understand departmental expectations for meeting university standards (departments should consider appending additional guidelines to this document that are specific to their discipline.)

FUNDAMENTAL PRINCIPLES

The mission of the College of Health at Lehigh University is to understand, preserve, and improve the health and well-being of populations and communities through excellence and innovation in education, research, and service. College of Health faculty pursue research and offer educational experiences with the goal of improving health outcomes. Faculty research and teaching may or may not be interdisciplinary and/or collaborative, and may reflect linkages between academia and practice. Practice-based pedagogy and scholarship and experiential learning opportunities for students are valued and encouraged.

IMPACT ON SOCIETY THROUGH INNOVATION

The College of Health faculty is committed to building relationships with local, state, and global communities. For some, evaluation of the impact of publications and research includes not only that on other scholars, but also the impact on the practice of the profession, public policy, quality improvement in the clinical setting, and/or the workings of institutions. This research may result in new organizations, new products or services, or new health practices. While not a substitute for peer-reviewed publications, the impact on practice and society can be evaluated as an additional measure of the candidate's

scholarly contribution. Similarly, faculty research that might be considered risky, for example, in previously unexplored areas, that builds new collaborations, or that implements new interdisciplinary approaches, will be evaluated on its potential and innovation, rather than on the basis of immediate success. Furthermore, the nature of this scholarship and the evidence of impact may differ from traditional forms of scholarship due to the lengthy time required to build community partnerships and trust, the lengthy time required to demonstrate impact on society, and the non-traditional means of dissemination. Faculty research that contributes to positive health outcomes in the community should be weighed commensurately whether at the local, national, or international level. Pedagogy and student research that includes health-related community engagement through experiential learning opportunities should be considered evidence of impact.

DIVERSITY, EQUITY, AND INCLUSION

Lehigh University and the College of Health are committed to recruiting and retaining a high-quality and diverse faculty, staff, and students dedicated to diversity, equity, and inclusion practices and principles. Faculty work that contributes to the diversity of learners and scholars and enhances the climate of equity and inclusion is valued and should be acknowledged and rewarded in the review process. A candidate's contribution to diversity, equity, and inclusion should be incorporated into a candidate's statement on research, teaching, and service in the dossier. Research and scholarship that promotes equity in health outcomes and contributes to diversity and inclusion in communities is further evidence of faculty commitment to these values. Faculty whose research, teaching, and/or service includes diverse methods, diverse thinking, and diverse engagement are encouraged to highlight those experiences in their materials.

SUSTAINABILITY

The College of Health is committed to the continuation, durability, and maintenance of beneficial interventions in health, and the preservation of resources for long-term impact on health outcomes, ; therefore sustainability is a principle that guides the design, implementation, and evaluation of health-related research. A framework for sustainability may provide ongoing support to extend, expand, or prolong initiatives through community and/or political support, funding stability, the pursuit of new partnerships, and/or program adaptability. The sustainability of research is to be defined and described by the researcher(s). Faculty who provide evidence of the sustainability of their research by monitoring effectiveness over time demonstrate productivity and continuity in their research and a commitment to sustainability.

INDIVIDUALIZED PLANNING

Due to the variety and diversity of activities pursued by faculty within the College of Health, it is recommended that each candidate for tenure and/or promotion, in conjunction with his/her/their chair, develop an individual faculty-driven plan, consistent with this policy and with metrics for success in the various fields of health study, that addresses the areas of research, teaching, and service. This plan should be revised periodically (e.g., during annual reviews, reappointment reviews, and triennial reviews) to ensure that it reflects appropriate goals for the current environment in research and scholarship, teaching, and service.

EXPECTATIONS FOR TENURE AND PROMOTION

A record of demonstrated excellence in teaching, research and scholarship, and service is the criterion for reappointment, tenure, and promotion. It is the role of senior faculty to mentor, advise, and guide junior faculty toward meeting these criteria. Annual, reappointment, and triennial reviews prior to the granting of tenure and promotion should focus on assessing the progress made toward meeting the criteria for promotion to the next career stage and providing constructive feedback that faculty can use for improvement. For promotion to full professor, leadership in one or more of the three main areas under evaluation is expected. Each of the three domains of faculty life is individually important, and because the nature of engagement will vary in each area across faculty, there is no single, prescribed set of activities applicable to every faculty member. In the tenure and promotion decision, research is the most heavily weighted. A faculty member with average achievements in research will not be promoted based on excellence in teaching and service alone. Because Lehigh has a vital research *and* teaching mission, a faculty member with outstanding scholarship but poor teaching will also not be promoted. Excellence in research and scholarship, teaching, and engagement in service are all essential, and weighted in that order.

RESEARCH AND SCHOLARSHIP

Academic health sciences include multiple fields of scholarship that coalesce the pragmatic needs of scientists, clinicians, and communities and the academic quest to advance knowledge and understanding. Researchers may implement forms of translational science to result in outcomes that permeate from bench to bedside to community to policy. Research in health sciences can be found at any point along this continuum. Lehigh University's standards for promotion and tenure reflect the significance of research and scholarship that has a significant and positive impact in the field through innovation and robust scientific premise. The successful candidate will provide clear evidence of the establishment of a high-quality program of scholarship independent of their own graduate or postdoctoral mentors. Although quality is the primary indicator of excellence, the quantity of one's work must be sufficient to demonstrate scholarly merit and a scholarly commitment to one's field. Innovative approaches to scholarship, both independent and collaborative, are valued and recognized.

Scholarship Disseminated Primarily Through Publication

It is a fundamental expectation that a candidate for tenure and/or promotion will produce a body of peer-reviewed work that:

- Meets disciplinary standards for excellence
- Is of sufficient quantity to demonstrate impact on the field
- Is of sufficient quality to demonstrate impact on the field
- Has begun to achieve national or international recognition
- Demonstrates a sustained commitment to scholarship and forward momentum as evidenced by an active stream of work-in-progress

Most tenure portfolios will contain a mix of primary, peer-reviewed indicators of scholarly productivity along with secondary indicators.

Primary Indicators

Primary indicators include publications in leading, rigorously refereed academic journals and/or university presses in the faculty member's area of research or a related area, and/or peer-reviewed research funding. Such publications and records of funding carry the most weight. Due to the diversity of activities pursued by faculty in the College of Health, each candidate must be assessed for excellence on the merits of their accomplishments within the context of the relevant field(s.) The quality and selectivity of journals, publishers, and/or funding agencies or grant mechanisms are considered in a discipline-specific manner to develop a picture of the quality of the intellectual output of a candidate.

Primary indicator examples:

- Peer-reviewed publications (journal articles, books, monographs, book chapters, digital scholarship)
- External funding: Peer-reviewed grants and contracts that support and sustain programs of research (government, foundation, or other sources of funding)
- Peer-reviewed creative or technical contributions other than traditional publications, for example, software applications, software libraries, contributions to open source projects, statistical methods, and algorithms
- Intellectual products that aim to improve health outcomes, for example, policy or legislation related to health care, patents, health technologies, and data resources, particularly when curated and shared publicly
- Translational research (use of new knowledge in solving society's problems) for example, diagnostics, therapeutics, decision support tools, interventions, leadership in developing collaborations or partnerships, program development and implementation

Secondary indicator examples:

- Honors, awards, and recognition of outstanding achievements
- Editorship or editorial board membership, or grant review study sections
- Publications in alternative venues (blogs, etc).
- Presentations or posters at meetings and conferences
- Invited lectures, presentations, seminars, or workshops
- Published reviews and meta-analysis
- Encyclopedia entries
- Department-dependent factors

Scholarship disseminated through other means and digital scholarship

Scholarship may also be disseminated by media other than traditional print, including radio, film, video, and the internet. Emphasis in the evaluation of scholarly products is on the quality and significance as reflected through peer review rather than on the medium of publication. Digital scholarship refers to all forms of research, analysis, and publication that are conducted in digital formats and distributed via the Internet or other means. No single definition of digital scholarship can encompass all forms of this activity; some examples may be digital databases or repositories, platforms enabling the conduct or publication of research, and infrastructure enabling access, searching, analysis, and publication, meta-analysis across multiple databases, distance collaborations, and other scholarship made possible by digital technologies. Digital scholarship is reviewed in context, taking into account the impact of the

work's medium or form. Explanatory information may be needed in the dossier, particularly if the digital publication is not peer-reviewed.

External funding

In some disciplines, external funding is fundamental to scholarship as it provides resources and graduate student support for research. In those disciplines, such funding is expected at a level appropriate to the faculty member's field. In other disciplines, regular success in obtaining external funding is less critical to scholarship. In all cases the pursuit of external funding (grants, contracts, or fellowships) is an indicator of scholarly engagement, affords independent peer evaluation of research ideas and direction, and (when successful) provides positive supporting evidence of standing in the discipline.

The use of research funding is to be evaluated explicitly in so far as it:

- Supports graduate and undergraduate student research
- Enhances integration of research and education
- Contributes to the university infrastructure through ICR, equipment, and tuition payment
- Improves community health outcomes

Departments should be explicit regarding their expectations and standards for evaluating external funding per disciplinary norms and the use and value of quantitative indicators such as impact factors. Departments should be explicit regarding their expectations for the pursuit of external funding per disciplinary norms.

TEACHING AND MENTORING

Faculty are expected to be conscientious and effective teachers and mentors, providing high-quality instruction at multiple levels of the curriculum from lower-division service or survey courses, to undergraduate-major offerings and graduate-level courses (where applicable). Instructional contributions to both departmental and multidisciplinary programs are valued. Faculty are encouraged to provide independent learning experiences for students such as independent studies or undergraduate research opportunities, and, (when applicable,) to supervise graduate research. Effective teaching is reflective as evidenced by self-evaluation and responsiveness to student and faculty feedback. Course content is to be current and relevant and presented in such a way that it actively develops students' critical thinking, analytical, and communication skills. Furthermore, advising undergraduate and (where applicable) graduate students is an essential activity as it directly impacts the education of students.

A successful teacher:

- Demonstrates comprehensive knowledge of the subject matter
- Is knowledgeable and current in their discipline and how it relates to other disciplines within the health sciences
- Integrates current research findings into courses
- Makes complex concepts accessible through effective presentations
- Is well-prepared for class
- Motivates students
- Is approachable and available for reasonable periods outside of class

- May develop new courses at times outside of the area of specialization
- Contributes to curriculum revision and development
- Makes use of course materials and pedagogy that are current and innovative
- Provides students with bridges between materials taught in related courses

College of Health faculty may demonstrate excellence by engaging and preparing students for practice in community settings through experiential learning and applied learning opportunities.

Appraisal of Teaching

In assessing teaching performance, consideration is given to the context including such factors as the number of courses taught, the class size, level (undergraduate or graduate), the elective or non-elective nature of the course, and support provided. Measures of teaching effectiveness include:

- Standardized student course evaluations
- Testimonials from current students and/or alumni
- Classroom observation by tenured faculty
- Appraisal of course materials such as syllabi, homework assignments, and exams
- Awards that recognize outstanding teaching

Research Supervision

Accomplishments in undergraduate, graduate, and postdoctoral fellow research supervision should serve as a strong indicator of scholarly impact. Research supervision is referring to the supervision of doctoral dissertation or master's thesis or to an undergraduate project leading to clear scholarly outcomes. For postdoctoral fellows, the expectations for scholarly outcomes are higher, particularly regarding peer-reviewed scholarship. The following may be provided as evidence of the candidate's performance in research supervision:

- Doctoral dissertation committee or master's thesis chaired
- Undergraduate honors projects chaired
- Doctoral committee participation that leads to joint publications or funded research projects
- Undergraduate participation in publications or funded research projects
- Masters or doctoral students or fellows who have achieved distinction in academe, industry, or government
- Doctoral students or fellows who have received training fellowships from external sources
- Scholarly output of students and fellows (e.g., publications, conference presentations, colloquiums, awards, etc.)
- Other evidence, such as letters from former students or fellows, may be provided to testify to the quality and impact of the candidate's research supervision
- Placement of doctoral students upon completion of their degree

SERVICE AND ENGAGEMENT

Because the success of universities and professional organizations require engaged commitment, service to both Lehigh and the profession is essential and valued. In addition, service to the broader community may be relevant if it is professionally based and contributes substantively to a faculty member's teaching or research activities. Both quality and quantity of service are important in the consideration of a

candidate's service record, although quality is paramount. For promotion to full professor, demonstrated leadership in service is essential.

In the normal progress of a career, the amount of service provided to one's department, college, and university increases with time. Significant service includes:

- Distinguished department, college, center/institute, and/or university committee service
- Development of major programs, initiatives, or comparable activities
- Directing programs or activities with significant institutional impact
- Serving as an editor or associate editor
- Serving on a grant review panel
- Organizing conferences or symposia, chairing sessions at major meetings, service on advisory or review panels, election to office, or a growing role in professional organizations

Faculty are expected to show a willingness to contribute to, and evidence of leadership in, the operation of the academic enterprise. By the time of tenure it is expected that faculty contribute quality service at the department, college, and/or university levels. Another dimension of service contribution is collegiality, which can be demonstrated through cooperativeness, dedication to learning and education, responsiveness to institutional needs, and the willingness to work for a common cause.

Service to the profession advances the reputation of the faculty member, benefits the institution, overlaps with scholarly development, and represents an important and distinct contribution to the field. There is an expectation of growth and evidence of leadership increasingly throughout a candidate's career, demonstrated, for example, through active involvement in professional organizations, participation on grant review committees, and service on editorial boards.

Assessing service contributions is done through the collective judgment of a faculty member's colleagues that their service activities are high in quality, of appropriate quantity, and distributed across the department, college, university, and professional levels.

INTERDISCIPLINARITY

Candidates with joint appointments involving more than one academic unit will have a Memorandum of Understanding that specifies the faculty members' field(s) of research and scholarship, and the expectations for teaching and service contributions in the units with which the individual is affiliated. (See R&P 2.2.3.1.2) Faculty with joint appointments and MOU and those without a formal joint appointment but whose work spans traditional disciplines will be evaluated with appropriate flexibility. Interdisciplinary research integrates elements of two or more traditional disciplines, and should be evaluated suitably either by collaborating units or through an understanding of how interdisciplinarity enhances the faculty member's research and related health outcomes. Because discipline-dominated criteria do not ensure fitting assessment of interdisciplinary work, it is helpful for a candidate and their dossier to be identified as interdisciplinary at hire or through annual review, and for appropriate criteria to be established in the faculty member's individual research and teaching plan. This is particularly necessary for faculty whose research is identified as interdisciplinary but who do not have an MOU. In this way, the standards with which interdisciplinary excellence will be evaluated are made available to

the individual at the time of appointment or early in the probationary period. Interdisciplinary graduate teaching and co-teaching as well as advising or co-advising graduate students from outside the home department may be included in the faculty member's plan. The faculty member's plan may include interdisciplinary clinical teaching and/or advising students, for example, serving as an interdisciplinary teacher in clinical settings. Interdisciplinary candidates should include a description of the interdisciplinary nature of their research in the research statement.

Additionally, the review process may include: (add pointers to specific areas of R&P in which these are outlined)

- Selection of reviewers who share the candidate's interdisciplinary focus including special committees (as currently defined in R&P 2.2.3.1.3) that have been identified for each faculty member.
- Mixed faculty review panels, ad hoc committees. or members added to a review committee for interdisciplinary work as described in R&P [section.]
- Special efforts to understand other disciplines' customs on co-authorship, sequence of authors, and the use of conferences, journals, or monographs as premiere outlets.
- Special efforts to understand other disciplines' customs on external funding and the relative value of different types of external funding sources, as well as the impact of team science (e.g, a biostatistician contributing methods expertise to another PI's grant).
- Department and college committees that strive to value appropriately publications from outside the home discipline and usual journals.

With regard to teaching, documented evidence of interdisciplinary integration and synthesis in the classroom may include:

- Syllabi and assignments for courses that facilitate self-conscious and proactive interdisciplinarity.
- Publications and conference presentations that articulate the interdisciplinary nature of curricular or course design, theory, methodology, and/or outcomes.
- Curriculum and program development that incorporates interdisciplinary and/or multidisciplinary perspectives.

COLLABORATION AND TEAM SCIENCE

Faculty contributions to collaborative research and team science are valued and of growing importance in health-related disciplines, particularly in new or interdisciplinary areas where the expertise and experience of more than one colleague are required. Faculty who serve as a co-PI on research projects as well as co-author on publications should be given proper recognition during tenure and promotion review. When a faculty member has been active in collaborative research or team science, this research should be given the same importance as disciplinary research. Faculty engaged in collaborative research should describe their individual contributions to joint efforts to enhance the reviewers' understanding of their contributions. This explanation should include the methods or means of collaboration and its significance and impact on both the immediate project or program and the faculty member's overall scholarship in the pertinent area. Candidates may solicit collaborators to write letters of explanation and

the importance of each person's contribution for inclusion in the dossier, (as long as those collaborators are not candidate-selected external reviewers.)

EXTERNAL EVALUATORS FOR TENURE AND PROMOTION

In keeping with R & P, the College of Health requires five external reviewers. University guidelines for external evaluators considering tenure and promotion to associate professor are explained in R&P 2.2.6.2. Additional guidance for the selection of external reviewers and approval of reviewers is provided by the provost's office.

In addition, COH candidates may include up to two additional letters, one from a reviewer who is not a close collaborator, and one from a reviewer who is one of the following: 1. a close research collaborator; 2. a community collaborator; 3. a collaborator in a government agency; 4. a faculty member who is more junior than the candidate but conducts research in the same subdiscipline and/or can speak to the candidate's mentoring work. The department chair will solicit these letters and include them in the dossier with the letters from other external reviewers.

When a candidate has been active in interdisciplinary research, having an external reviewer from the interdisciplinary research area is strongly encouraged.

EXPECTATIONS FOR PROMOTION TO FULL PROFESSOR

The requirements for promotion from associate to full professor go beyond the high level of accomplishments expected for tenure. Candidates are to build upon their established performance in scholarship, teaching, and service with a strong record of high-quality contributions, but most importantly to demonstrate distinction in scholarship. Promotion to full professor is based upon achievement rather than promise, with the same criteria of excellence in teaching, research and scholarship, and service. It is expected that the faculty member will provide evidence of a significant and growing role in service to the university and his/her/their scholarly profession. As with tenure, the nature of engagement will vary somewhat in each domain across faculty and there is no single, prescribed set of activities to follow. Therefore, upon receipt of tenure, faculty should develop a plan in consultation with their department chair and faculty mentors outlining expectations for continued progress toward promotion to full professor.

RESEARCH AND SCHOLARSHIP

To demonstrate distinction in scholarly activity, a candidate for promotion will present a record of scholarship that reflects national or international recognition and disciplinary-relevant impact in their field. The caliber of the candidate's publications, grants, and other scholarly activity should provide evidence for scholarly leadership, focusing on high-quality, high-impact outlets and funding organizations. Candidates should have compiled a significant record of substantial contributions beyond those that earned them tenure.

Candidates for promotion should present a strong and consistent record as independent investigators with well-developed scholarly research programs, sustained high-quality contributions to their field, and demonstrated impact on individual or community level health outcomes. In some disciplines, leadership

in the application of research to societal needs may be an important part of the candidate's research. A strong record of external support is expected in those fields where funding is necessary to maintain a vibrant research program. In other areas, success in obtaining external support should be appropriate to the discipline and consistent with the experience of leaders in that field.

TEACHING AND MENTORING

To demonstrate distinction in teaching, a candidate for promotion will show a record of excellent contribution to education. For instance, faculty may take a substantive role in course and curriculum development, the creation, implementation, and publication of pedagogical innovations, including presentation of such at conferences, the creation, implementation, and evaluation of experiential learning and/or applied learning opportunities, or the preparation of textbooks and instructional materials. Additional evidence for distinction in teaching might include grants to support efforts related to instruction, teaching awards, or other forms of recognition.

LEADERSHIP, SERVICE, AND ENGAGEMENT

In service, candidates for promotion will provide evidence of their long-term impact on the university in service leadership. Significant service within the university includes distinguished department, college or university committee service, serving in the leadership of key committees, development of major programs, initiatives, or comparable activities, or directing programs with significant institutional impact. Distinguished professional service at the national or international level might include organizing conferences or symposia, chairing sessions at major meetings, chairing or serving as a member of an advisory or review panel, or election to office.

EXTERNAL EVALUATORS FOR PROMOTION TO FULL PROFESSOR

In keeping with R & P, the College of Health requires five external reviewers. University guidelines for external evaluators considering tenure and promotion to associate professor are explained in R&P 2.2.6.2. Additional guidance for the selection of external reviewers and approval of reviewers is provided by the provost's office.

In addition, COH candidates may include up to two additional letters, one from a reviewer who is not a close collaborator, and one from a reviewer who is one of the following: 1. a close research collaborator; 2. a community collaborator; 3. a collaborator in a government agency; 4. a faculty member who is more junior than the candidate but conducts research in the same subdiscipline and/or can speak to the candidate's mentoring work. This letter will be solicited by the department chair and included in the dossier with letters from other external reviewers.

When a candidate has been active in interdisciplinary research, having an external reviewer from the interdisciplinary research area is strongly encouraged.

COLLEGE OF HEALTH TENURE AND PROMOTION COMMITTEES

The tenure committee of the College of Health considers cases involving tenure and/or promotion from assistant to associate or tenure of an associate or full professor where no promotion is involved. The committee's review of candidates includes both procedural and substantive aspects of the tenure and

promotion process, based on the criteria stated in R&P 2.2.1.5, college, and departmental guidelines. The tenure committee consists of five elected or appointed tenured faculty members with broad representation from across the college. When five tenured faculty members from the College of Health are not available to serve on the tenure committee, tenured faculty members in appropriate departments or disciplines from other colleges will be appointed to the committee by the dean in consultation with the committee chair. When a candidate whose work is identified as interdisciplinary by the candidate and their chair is being considered for tenure and/or promotion, and the evaluation of their accomplishments can benefit from input outside of the existing tenure committee, an ad hoc committee of five tenured professors will be constituted. The ad hoc committee will consist of at least three College of Health tenured faculty members and tenured faculty members in appropriate departments or disciplines from other colleges. The committee elects a chairperson from among the College of Health members. Tenure recommendations by the tenure committee or ad hoc tenure committee are determined by majority vote. The committee chair will present confidential summary reports to the dean on the individual cases considered, including the committee's vote and a statement of reasons for each overall recommendation. Further information about the College of Health tenure committee is available in R&P [section].

The promotion committee of the College of Health considers cases involving promotion from associate to full professor including those rare instances in which awarding of tenure is also involved. The committee's review of candidates includes both procedural and substantive aspects of the promotion process, in accordance with R&P, college, and departmental guidelines. The committee consists of five elected faculty members who are full professors with broad representation from across the college. When five faculty members who are full professors from the College of Health are not available to serve on the promotion committee, faculty members who are full professors in appropriate departments or disciplines from other colleges will be appointed to the committee by the dean in consultation with the committee chair. When a candidate whose work is identified as interdisciplinary is being considered for promotion to full professor, an ad hoc committee of five full professors may be constituted. The ad hoc committee will consist of at least three College of Health faculty members who are full professors and faculty members who are full professors in appropriate departments or disciplines from other colleges. The ad hoc committee will be constituted to consider a specific candidate(s). Promotion to full professor recommendations by the committee is determined by majority vote. The chair will present confidential summary reports to the dean on the individual cases considered. These reports will include the vote of the committee and a statement of reasons for each recommendation. Further information about the College of Health promotion committee is available in R&P [section].

CONCLUSION

The purpose of this policy is to guide and support faculty success in achieving advancement, tenure, and promotion in the College of Health at Lehigh University. It is a living document that should reflect, indeed, even anticipate, the evolution of the field of health, and the scholarly, educational, and service activities therein. Regular reviews of this policy and updating will maintain its relevance and promote faculty innovation in wielding their influence for positive health outcomes in communities.

