

**School of Health and Human Sciences
Promotion and Tenure Guidelines
Academic Year 2020-2021**

School of Health and Human Sciences
Promotion and Tenure Guidelines
2020-2021

SECTION 1: TEACHING ACTIVITIES

Definition:

Teaching and learning take place in a variety of contexts and settings in SHHS, including classrooms, online, field/clinical settings, workshops, internships, service-learning activities, and mentorship activities. Therefore, a broad range of factors that impact student learning and success must be considered when evaluating teaching performance. The following represent criteria for obtaining tenure and/or promotion in the area of teaching for each rank.

Section 1A:
Satisfactory in Teaching – Assistant Professor to Associate Professor

Tenure-track faculty designating research or service as the area of excellence must provide evidence of at least satisfactory teaching performance for tenure and for promotion. To achieve a rating of satisfactory in teaching, candidates are expected to document the following evidence.

A. Philosophy of Teaching and Learning

- 1. The personal statement should include reflective commentary of the candidate's philosophy of teaching and learning.*

B. Quantity of Teaching

- 1. Candidates are expected to document a teaching load that is consistent with one's rank and assigned departmental workload expectations.*

C. Quality of Teaching

- 1. Peer review of one's teaching should conclude that the candidate's teaching is at a clearly acceptable level.*
- 2. Candidates are expected to document (in summary form) student evaluation measurements that are at least satisfactory, with a stable or improved trend in scores across time.*

D. Evidence that Courses Taught Contribute to Student Learning Outcomes

- 1. Candidates are expected to address how their courses contribute to learning outcomes appropriate to the discipline, specified by the unit, and/or other campus initiatives.*

E. Professional Development Efforts in Teaching

- 1. Candidates are expected to document some record of seeking professional development and provide reflective commentary on how the use of student/peer feedback or information from professional development activities has been used to improve teaching and learning.*

F. Mentoring and Advising

- 1. Candidates are expected to provide evidence of undergraduate, graduate, and/or graduate professional student mentor and/or advising relationships. Candidates should document the impact of their mentoring/advising as they relate to the overall mission of the unit, as well as learning outcomes relevant to the department and/or discipline.*

Supplemental Evidence

Although not required for satisfactory teaching performance, candidates are encouraged to provide supporting documentation of teaching performance when available. Evidence may include, but is not limited to, course, curricular, or program development, scholarly activities, including teaching and education grants, teaching awards, honors, or recognition, etc. See Appendix below for additional information.

Section 1B:

Excellence in Teaching – Assistant Professor to Associate Professor

Tenure-track faculty designating teaching as the area of excellence are expected to provide evidence of an emerging national reputation related to teaching. To achieve a rating of excellence in teaching, candidates are expected to document the following evidence.

A. Philosophy of Teaching and Learning

- 1. The personal statement should include reflective commentary of the candidate's philosophy of teaching and learning.*

B. Quantity of Teaching

- 1. Candidates are expected to document a teaching load that is consistent with one's rank and assigned departmental workload expectations.*

C. Quality of Teaching

- 1. Peer review of one's teaching should conclude that the candidate's teaching is effective.*
- 2. Candidates are expected to document (in summary form) student satisfaction measurements that are consistently above the departmental average.*

D. Evidence that Courses Taught Contribute to Student Learning Outcomes

- 1. Candidates are expected to address how their courses contribute to learning outcomes appropriate to the discipline, specified by the unit, and/or other campus initiatives.*

E. Professional Development Efforts in Teaching

- 1. Candidates are expected to document some record of seeking professional development and provide reflective commentary on how the use of student/peer feedback or information from professional development activities has been used to improve teaching and learning.*

F. Mentoring and Advising

- 1. Candidates are expected to provide evidence of undergraduate, graduate, and/or graduate professional student mentor and/or advising relationships. Candidates should document the impact of their mentoring/advising as they relate to the overall mission of the unit, as well as learning outcomes relevant to the department and/or discipline.*

G. Scholarly Activities

- 1. For promotion to the associate rank, some level of national and/or international peer-reviewed dissemination of scholarship is required. While quality is valued over quantity, a growing body of scholarly work must be demonstrated. All scholarly contributions related to teaching must be clearly indicated as such, both in the dossier and in the curriculum vita.*

H. Teaching and Education Grants

- 1. Candidates should document efforts to secure all local, regional, or national teaching, curriculum enhancement, mentoring, and/or faculty-development grants. All grants related to teaching must be clearly indicated as such, both in the dossier and in the curriculum vita.*

Supplemental Evidence

Although not required for teaching excellence, candidates are encouraged to provide supporting documentation of teaching performance when available. Evidence may include, but is not limited to, course, curricular, or program development, teaching awards, honors, or recognition, etc. See Appendix below for additional information.

Section 1C: Satisfactory in Teaching – Associate Professor to Professor

Tenure-track faculty designating research or service as the area of excellence must provide evidence of at least satisfactory teaching performance for advancement in rank. To achieve a rating of satisfactory in teaching, candidates are expected to document the following evidence.

A. Philosophy of Teaching and Learning

1. *The personal statement should include reflective commentary of the candidate's philosophy of teaching and learning.*

B. Quantity of Teaching

1. *Candidates are expected to document a teaching load that is consistent with one's rank and assigned departmental workload expectations.*

C. Quality of Teaching

1. *Peer review of one's teaching should conclude that the candidate's teaching is at a clearly acceptable level.*
2. *Candidates are expected to document (in summary form) student evaluation measurements that are at least satisfactory, with a stable or improved trend in scores across time.*

D. Evidence that Courses Taught Contribute to Student Learning Outcomes

1. *Candidates are expected to address how their courses contribute to learning outcomes appropriate to the discipline, specified by the unit, and/or other campus initiatives.*

E. Professional Development Efforts in Teaching

1. *Candidates are expected to document some record of seeking professional development and provide reflective commentary on how the use of student/peer feedback or information from professional development activities has been used to improve teaching and learning.*

F. Mentoring and Advising

1. *Candidates are expected to provide evidence of undergraduate, graduate, and/or graduate professional student mentor and/or advising relationships. Candidates should document the impact of their mentoring/advising as they relate to the overall mission of the unit, as well as learning outcomes relevant to the department and/or discipline.*

Supplemental Evidence

Although not required for satisfactory teaching performance, candidates are encouraged to provide supporting documentation of teaching performance when available. Evidence may include, but is not limited to, course, curricular, or program development, scholarly activities, including teaching and education grants, teaching awards, honors, or recognition, etc. See Appendix below for additional information.

Section 1D: Excellence in Teaching – Associate Professor to Professor

Faculty applying for promotion to full rank are expected to provide evidence that they have achieved and sustained a national reputation in teaching. To achieve a rating of excellence in teaching, candidates are expected to document the following evidence.

A. Philosophy of Teaching and Learning

- 1. The personal statement should include reflective commentary of the candidate's philosophy of teaching and learning.*

B. Quantity of Teaching

- 1. Candidates are expected to document a teaching load that is consistent with one's rank and assigned departmental workload expectations.*

C. Quality Teaching

- 1. Peer review of one's teaching should conclude that the candidate's teaching is effective.*
- 2. Candidates are expected to document (in summary form) student satisfaction measurements that are consistently above the departmental average.*

D. Evidence that Courses Taught Contribute to Student Learning Outcomes

- 1. Candidates are expected to document that courses taught assist students in meeting learning outcomes appropriate to the discipline and mission of the unit.*

E. Professional Development Efforts in Teaching

- 1. Candidates are expected to document some record of seeking professional development and provide reflective commentary on how the use of student/peer feedback or information from professional development activities has been used to improve teaching and learning.*

F. Mentoring and Advising

- 1. Candidates are expected to provide evidence of undergraduate, graduate, and/or graduate professional student mentor and/or advising relationships. Candidates should document the impact of their mentoring/advising as they relate to the overall mission of the unit, as well as learning outcomes relevant to the department and/or discipline.*

G. Scholarly Activities

- 1. For promotion to the associate rank, some level of national and/or international peer-reviewed dissemination of scholarship is required. While quality is valued over quantity, a sustained body of scholarly work must be demonstrated. All scholarly contributions related to teaching must be clearly indicated as such, both in the dossier and in the curriculum vita.*

H. Teaching and Education Grants

- 1. Candidates should document efforts to secure all local, regional, or national teaching, curriculum enhancement, mentoring, and/or faculty-development grants. All grants related to teaching must be clearly indicated as such, both in the dossier and in the curriculum vita.*

Supplemental Evidence

Although not required for teaching excellence, candidates are encouraged to provide supporting documentation of teaching performance when available. Evidence may include, but is not limited to, course, curricular, or program development, teaching awards, honors, or recognition, etc. See Appendix below for additional information.

Section 1E: Satisfactory in Teaching – Clinical Assistant to Clinical Associate Professor

Clinical faculty designating service as the area of excellence must provide evidence of at least satisfactory teaching performance for advancement in rank. To achieve a rating of satisfactory in teaching, candidates are expected to document the following evidence.

A. Philosophy of Teaching and Learning

1. *The personal statement should include reflective commentary of the candidate's philosophy of teaching and learning.*

B. Quantity of Teaching

1. *Candidates are expected to document a teaching load that is consistent with one's rank and assigned departmental workload expectations.*

C. Quality of Teaching

1. *Peer review of one's teaching is a campus expectation and should conclude that the candidate's teaching is at a clearly acceptable level.*
2. *Candidates are expected to document (in summary form) student evaluation measurements that are at least satisfactory, with a stable or improved trend in scores across time.*

D. Evidence that Courses Taught Contribute to Student Learning Outcomes

1. *Candidates are expected to address how their courses contribute to learning outcomes appropriate to the discipline, specified by the unit, and/or other campus initiatives.*

E. Professional Development Efforts in Teaching

1. *Candidates are expected to document some record of seeking professional development and provide reflective commentary on how the use of student/peer feedback or information from professional development activities has been used to improve teaching and learning.*

F. Mentoring and Advising

1. *Candidates are expected to provide evidence of undergraduate, graduate, and/or graduate professional student mentor and/or advising relationships. Candidates should document the impact of their mentoring/advising as they relate to the overall mission of the unit, as well as learning outcomes relevant to the department and/or discipline.*

Supplemental Evidence

Although not required for satisfactory teaching performance, candidates are encouraged to provide supporting documentation of teaching performance when available. Evidence may include, but is not limited to, course, curricular, or program development, scholarly activities, including teaching and education grants, teaching awards, honors, or recognition, etc. See Appendix below for additional information.

Section 1F: Excellence in Teaching – Clinical Assistant to Clinical Associate Professor

Clinical faculty designating teaching as the area of excellence are expected to provide evidence of an emerging local, state, or regional reputation related to teaching. To achieve a rating of excellence in teaching, candidates are expected to document the following evidence.

A. Philosophy of Teaching and Learning

1. *The personal statement should include reflective commentary of the candidate's philosophy of teaching and learning.*

B. Quantity of Teaching

1. *Candidates are expected to document a teaching load that is consistent with one's rank and assigned departmental workload expectations.*

C. Quality of Teaching

1. *Peer review of one's teaching should conclude that the candidate's teaching is effective.*
2. *Candidates are expected to document (in summary form) student satisfaction measurements that are consistently above the departmental average.*

D. Evidence that Courses Taught Contribute to Student Learning Outcomes

1. *Candidates are expected to address how their courses contribute to learning outcomes appropriate to the discipline, specified by the unit, and/or other campus initiatives.*

E. Professional Development Efforts in Teaching

1. *Candidates are expected to document some record of seeking professional development and provide reflective commentary on how the use of student/peer feedback or information from professional development activities has been used to improve teaching and learning.*

F. Mentoring and Advising

1. *Candidates are expected to provide evidence of undergraduate, graduate, and/or graduate professional student mentor and/or advising relationships. Candidates should document the impact of their mentoring/advising as they relate to the overall mission of the unit, as well as learning outcomes relevant to the department and/or discipline.*

G. Scholarly Activities

1. *For promotion to the associate rank, some level of peer-reviewed scholarship is required to meet the criteria for teaching excellence. While quality is valued over quantity, a growing body of scholarly work must be demonstrated. All scholarly contributions related to teaching must be clearly indicated as such, both in the dossier and in the curriculum vita.*

H. Teaching and Education Grants

1. *Candidates should document efforts to secure all local, regional, or national teaching, curriculum enhancement, mentoring, and/or faculty-development grants. All grants related to teaching must be clearly indicated as such, both in the dossier and in the curriculum vita.*

Supplemental Evidence

Although not required for teaching excellence, candidates are encouraged to provide supporting documentation of teaching performance when available. Evidence may include, but is not limited to, course, curricular, or program development, teaching awards, honors, or recognition, etc. See Appendix below for additional information.

Section 1G: Satisfactory in Teaching – Clinical Associate Professor to Clinical Professor

Clinical faculty designating service as the area of excellence must provide evidence of at least satisfactory teaching performance for advancement in rank. To achieve a rating of satisfactory in teaching, candidates are expected to document the following evidence.

A. Philosophy of Teaching and Learning

1. *The personal statement should include reflective commentary of the candidate's philosophy of teaching and learning.*

B. Quantity of Teaching

1. *Candidates are expected to document a teaching load that is consistent with one's rank and assigned departmental workload expectations.*

C. Quality of Teaching

1. *Peer review of one's teaching is a campus expectation and should conclude that the candidate's teaching is at a clearly acceptable level.*
2. *Candidates are expected to document (in summary form) student evaluation measurements that are at least satisfactory, with a stable or improved trend in scores across time.*

D. Evidence that Courses Taught Contribute to Student Learning Outcomes

1. *Candidates are expected to address how their courses contribute to learning outcomes appropriate to the discipline, specified by the unit, and/or other campus initiatives.*

E. Professional Development Efforts in Teaching

1. *Candidates are expected to document some record of seeking professional development and provide reflective commentary on how the use of student/peer feedback or information from professional development activities has been used to improve teaching and learning.*

F. Mentoring and Advising

1. *Candidates are expected to provide evidence of undergraduate, graduate, and/or graduate professional student mentor and/or advising relationships. Candidates should document the impact of their mentoring/advising as they relate to the overall mission of the unit, as well as learning outcomes relevant to the department and/or discipline.*

Supplemental Evidence

Although not required for satisfactory teaching performance, candidates are encouraged to provide supporting documentation of teaching performance when available. Evidence may include, but is not limited to, course, curricular, or program development, scholarly activities, including teaching and education grants, teaching awards, honors, or recognition, etc. See Appendix below for additional information.

Section 1H: Excellence in Teaching – Clinical Associate Professor to Clinical Professor

Faculty applying for promotion to full rank are expected to provide evidence that they have achieved and sustained a national reputation in teaching. To achieve a rating of excellence in teaching, candidates are expected to document the following evidence.

A. Philosophy of Teaching and Learning

1. *The personal statement should include reflective commentary of the candidate's philosophy of teaching and learning.*

B. Quantity of Teaching

1. *Candidates are expected to document a teaching load that is consistent with one's rank and assigned departmental workload expectations.*

C. Quality Teaching

1. *Peer review of one's teaching should conclude that the candidate's teaching is effective.*
2. *Candidates are expected to document (in summary form) student satisfaction measurements that are consistently above the departmental average.*

D. Evidence that Courses Taught Contribute to Student Learning Outcomes

1. *Candidates are expected to address how their courses contribute to learning outcomes appropriate to the discipline, specified by the unit, and/or other campus initiatives.*

E. Professional Development Efforts in Teaching

1. *Candidates are expected to document some record of seeking professional development and provide reflective commentary on how the use of student/peer feedback or information from professional development activities has been used to improve teaching and learning.*

F. Mentoring and Advising

1. *When applicable, candidates should provide evidence of undergraduate, graduate, and/or graduate professional student mentor and/or advising relationships. Candidates should document the impact of their mentoring/advising as they relate to the overall mission of the unit, as well as learning outcomes relevant to the department and/or discipline.*

G. Scholarly Activities

1. *For promotion to full rank, some level of national and/or international peer-reviewed dissemination of scholarship is required to meet the criteria for teaching excellence. While quality is valued over quantity, a sustained body of scholarly work must be demonstrated. All scholarly contributions related to teaching must be clearly indicated as such, both in the dossier and in the curriculum vita.*

H. Teaching and Education Grants

1. *Candidates should document efforts to secure all local, regional, or national teaching, curriculum enhancement, mentoring, and/or faculty-development grants. All grants related to teaching must be clearly indicated as such, both in the dossier and in the curriculum vita.*

Supplemental Evidence

Although not required for teaching excellence, candidates are encouraged to provide supporting documentation of teaching performance when available. Evidence may include, but is not limited to, course, curricular, or program development, teaching awards, honors, or recognition, etc. See Appendix below for additional information.

Section 1I: Excellence in Teaching – Lecturer to Senior Lecturer

For promotion to Senior Lecturer, candidates must demonstrate excellence in teaching and provide evidence of an emerging local, state, or regional reputation related to teaching. To achieve a rating of excellence in teaching, candidates are expected to document the following evidence.

A. Philosophy of Teaching and Learning

1. *The personal statement should include reflective commentary of the candidate's philosophy of teaching and learning.*

B. Quantity of Teaching

1. *Candidates are expected to document a teaching load that is consistent with one's rank and assigned departmental workload expectations.*

C. Quality Teaching

1. *Peer review of one's teaching should conclude that the candidate's teaching is effective.*
2. *Candidates are expected to document (in summary form) student satisfaction measurements that are consistently above the departmental average.*

D. Evidence that Courses Taught Contribute to Student Learning Outcomes

1. *Candidates are expected to address how their courses contribute to learning outcomes appropriate to the discipline, specified by the unit, and/or other campus initiatives.*

E. Professional Development Efforts in Teaching

1. *Candidates are expected to document a record of seeking professional development and provide reflective commentary on how the use of student/peer feedback or information from professional development activities has been used to improve teaching and learning.*

F. Mentoring and Advising

1. *Candidates should provide evidence of undergraduate, graduate, and/or graduate professional student mentor and/or advising relationships. Candidates should document the impact of their mentoring/advising as they relate to the overall mission of the unit, as well as learning outcomes relevant to the department and/or discipline.*

Supplemental Evidence

Although not required for teaching excellence, candidates are encouraged to provide supporting documentation of teaching performance when available. Evidence may include, but is not limited to, course, curricular, or program development, scholarly activities, including teaching and education grants, teaching awards, honors, or recognition, etc. See Appendix below for additional information.

Section 1H: Excellence in Teaching – Senior Lecturer to Teaching Professor

Faculty applying for promotion to the rank of Teaching Professor are expected to provide evidence that they have achieved and sustained a national reputation in teaching. To achieve a rating of excellence in teaching, candidates are expected to document the following evidence.

A. Philosophy of Teaching and Learning

1. *The personal statement should include reflective commentary of the candidate's philosophy of teaching and learning.*

B. Quantity of Teaching

1. *Candidates are expected to document a teaching load that is consistent with one's rank and assigned departmental workload expectations.*

C. Quality Teaching

1. *Peer review of one's teaching should conclude that the candidate's teaching is effective.*
2. *Candidates are expected to document (in summary form) student satisfaction measurements that are consistently above the departmental average.*

D. Evidence that Courses Taught Contribute to Student Learning Outcomes

1. *Candidates are expected to address how their courses contribute to learning outcomes appropriate to the discipline, specified by the unit, and/or other campus initiatives.*

E. Professional Development Efforts in Teaching

1. *Candidates are expected to document a record of seeking professional development and provide reflective commentary on how the use of student/peer feedback or information from professional development activities has been used to improve teaching and learning.*

F. Mentoring and Advising

1. *Candidates should provide evidence of undergraduate, graduate, and/or graduate professional student mentor and/or advising relationships. Candidates should document the impact of their mentoring/advising as they relate to the overall mission of the unit, as well as learning outcomes relevant to the department and/or discipline.*

G. Scholarly Activities

1. *For promotion to full rank, dissemination of effective teaching in the form of leadership, mentoring, and/or peer-reviewed scholarship is required to meet the criteria for teaching excellence. All scholarly contributions related to teaching must be clearly indicated as such, both in the dossier and in the curriculum vita.*

Supplemental Evidence

Although not required for teaching excellence, candidates are encouraged to provide supporting documentation of teaching performance when available. Evidence may include, but is not limited to, course, curricular, or program development, scholarly activities, including teaching and education grants, teaching awards, honors, or recognition, etc. See Appendix below for additional information.

TEACHING APPENDIX

Philosophy of Teaching and Learning

- The elements in this section can vary considerably but may include comments about the candidate's teaching strengths and style of interaction that contribute to student success; a description of the educational frameworks (or theories) that inform the candidate's teaching; self-assessment of the candidate's most significant contributions to teaching and learning; and long-term goals as an educator.

Quantity of Teaching

- In the comments for this section, candidates should explain any unusual circumstances (e.g., *illness, special workload assignments, problematic situations, etc.*) affecting workload and performance.

Quality of Teaching

- Regardless of the area of excellence, peer review of one's teaching is a campus expectation for tenure and for promotion in rank. Evidence in the dossier should include summary statements, as well as the methods used (e.g. *checklists, rubrics, etc.*) to evaluate the quality of classroom performance and course format/design.
- For satisfactory in teaching, faculty seeking promotion to the associate rank (tenure-track and clinical faculty) are expected to obtain a minimum of two (2) peer reviews during the evaluation period. It is recommended that at least one review be completed within the first two years of one's appointment (e.g. prior to the third-year review for tenure-track faculty), and at least one more in advance of the submission of the candidate's dossier for tenure and/or promotion. For promotion to full rank (tenure-track and clinical faculty), a minimum of one (1) peer review must be completed during the evaluation period to document continued satisfactory teaching performance.
- For excellence in teaching, faculty seeking promotion to the associate rank (tenure-track and clinical faculty) or Senior Lecturer are expected to obtain a minimum of two (2) peer reviews during the evaluation period. It is recommended that at least one review be completed within the first two years of one's appointment (e.g. prior to the third-year review for tenure-track faculty), and at least one more in advance of the submission of the candidate's dossier for tenure and/or promotion. For promotion to full rank (tenure-track and clinical faculty) or Teaching Professor, a minimum of two (2) peer reviews must be completed during the evaluation period.
- While it is preferable that formal classroom evaluations be completed by a faculty or staff members recognized for teaching excellence (e.g. *FACET member, Center for Teaching and Learning, faculty member previously promoted on teaching excellence, etc.*), candidates also may consult the department chair or the unit committee for guidance on identifying an appropriate reviewer.
- Candidates are expected to provide summary evidence (preferably in table format) of student evaluation results by course, year, and item for all courses taught in rank. Missing (or excluded) course evaluation reports due to extenuating circumstances (e.g. *insufficient response rate*) must be explained within the dossier. Furthermore, candidates should discuss the evaluations within the context of departmental and/or school norms. For additional context, candidates are encouraged to discuss patterns and trends related to specific dimensions of the student teaching evaluations.

Evidence that Courses Taught Contribute to Student Learning Outcomes

- Candidates are expected to document that courses taught assist students in meeting learning outcomes appropriate to the discipline and mission of the unit. Evidence for this can include, but is not limited to, peer review of teaching, systematic review of student achievement, and/or performance on standardized, profession-related tests (*e.g., national certifications, state licensure, etc.*).
- In the comments for this section, faculty who teach undergraduate students should address how their courses contribute to learning outcomes specified by the department, the Principles of Learning for Undergraduate Success (PLUS+), and other campus initiatives (*e.g., RISE*), as appropriate. Similarly, faculty teaching graduate and/or graduate professional courses should address how courses taught contribute to departmental learning outcomes and the Principles of Graduate and Professional Learning (PGPLs).

Professional Development Efforts in Teaching

- Evidence of professional teaching development can come from several sources, including, but not limited to, attendance at teaching-related conferences or workshops, personal experimentation, and/or reading on teaching. In the narrative for this section, candidates should briefly describe the efforts taken (*e.g., programs attended*) and examples of applications of new educational methodologies, uses of technology, or approaches to student learning that were attempted as a result of these teaching development efforts, along with any outcomes.

Mentoring and Advising

- Evidence of mentorship may include, but is not limited to, participating on and chairing graduate thesis, advisory, or doctoral research committees, co-authored publications or joint conference presentations with students, supervision of internships, service- and/or experiential learning opportunities, overseeing undergraduate student Honor's projects or independent studies, mentorship to peers, participating on faculty mentoring committees, etc. Where products, such as theses, papers, presentations, joint-publications, and reports, arise out of the interaction with the faculty member, they should be noted and assessed. In addition, letters (solicited and unsolicited) from former mentees (*e.g. students, peers, etc.*) that describe how the candidate contributed to their personal development can be included in the dossier as evidence. Importantly, candidates should document the impact of their mentoring/advising as they relate to the overall mission of the unit, as well as learning outcomes relevant to the department and/or discipline.

Scholarly Activities

- For tenure-track faculty (all ranks), evidence of scholarship typically comes from peer-reviewed publications in journals that are discipline specific, in educational journals about teaching and learning in higher education, publishing research related to education, conference proceedings, and/or developing widely used textbooks (including book chapters) or instructional manuals. Supplementary forms of evidence may include, but is not limited to, invited talks, invited reviews, conference presentations, abstracts or posters at the national level, and/or web-related materials or videos.
- For clinical faculty seeking promotion to the associate rank and for Senior Lecturers seeking promotion to Teaching Professor, the scholarship requirements can be satisfied by writing teaching-related articles in local, state, regional, or national newsletters or journals, and/or by delivering presentations at local, state, regional, or national conferences will satisfy the scholarship requirements.

- For clinical faculty seeking promotion to full rank, national and/or international peer-reviewed scholarship is expected.

Teaching and Education Grants

- Candidates should document efforts to secure all local, regional, or national teaching, curriculum enhancement, mentoring, and/or faculty development grants. The documentation should include a clear statement about the candidate's role in obtaining the grant, funding amount, and granting agency.
- Candidates should document the purpose of the grant, targeted audience, as well as an assessment of the grant outcomes, as assessed by students, peers, etc.

Evidence of Course, Curricular, or Program Development

- Candidates should document contributions to course, curriculum, and/or program development when applicable. Examples could include developing a new course, degree, or certificate program. The candidate should include the nature of the development and his or her role in the development.
- Evidence of significant course revision presented with evidence of effectiveness should be documented when applicable. Contributions could come from innovation and experimentation in instructional materials (*e.g., new textbooks, laboratory manuals, audiovisual materials, etc.*), methods (*e.g. problem-based learning, service/experiential learning*), and/or instructional delivery (*e.g. use of technology, "flipped" classroom, hybrid approach, etc.*).
- For faculty pursuing teaching excellence, external peer evaluation of course development/revision is highly recommended.

Awards, Honors, and Recognition

- If available, candidates should document special awards or other types of recognition for teaching and/or educational leadership received from students, colleagues, or organizations.
- Candidates should document the nature (*e.g., department, school, campus, local, regional, national*) and significance of such awards and the awarding organization.

School of Health and Human Sciences
Promotion and Tenure Guidelines
2020-2021

SECTION 2: RESEARCH AND CREATIVE ACTIVITY

Definition:

Because of the breadth and depth of disciplines represented in the School, SHHS considers research and creative activity in the broadest scope. The following represent criteria for obtaining promotion and tenure in the area of research or creative activity in SHHS.

Section 2A:

Satisfactory performance in research/creative activity for tenure track faculty from Assistant to Associate Professor

When research or creative activity is the secondary area on which promotion with tenure or promotion is based, the candidate should have a scholarly record and evidence of research funding.

A. Disciplinary or Professional Research/Creative Activity

1. *Candidate should have evidence that research/creative activities are appropriate to the discipline/profession and reflects standards of good practice.*
2. *Candidate should have evidence of research or creative activity dissemination in scholarly journals, presentations, or other appropriate venues.*

B. Internal and External Support

1. *Candidate should document attempts to obtain funding to support their research/creative activity program. Candidate should also show a promise for increased funding and future funding success.*

Section 2B:

Excellence performance in research/creative activity for tenure track faculty Assistant to Associate Professor

When research or creative activity is the primary area on which promotion with tenure is based, the candidate should demonstrate a clearly defined research agenda, nationally disseminated peer reviewed scholarship, record of research funding, and a plan for future independent research.

A. Disciplinary or Professional Research

1. *Candidate should have evidence of significant contributions to their chosen field that clearly demonstrates attributes of scholarly work associated with research and/or creative activity.*
2. *Candidate should have refereed publications and presentations that are widely disseminated and demonstrate an emerging national reputation.*

B. Impact of Scholarship

1. *Candidate should have a program of scholarly work that has had an impact on the discipline knowledge base.*
2. *Candidate should document and provide evidence of how their scholarship has influenced or will influence the work of others. Candidate can provide evidence that scholarship has been recognized by professional associations or peers.*

C. Internal and External Support

1. *Candidate should have evidence of funding and/or efforts to obtain funding to support scholarly endeavors **OR**,*
2. *Candidate should have evidence of contracts or community-engaged funding or efforts to obtain funding that supports their scholarship.*

Section 2C:

Satisfactory performance in research/creative activity for tenure track faculty from Associate Professor to Professor

When research or creative activity is the secondary area on which promotion with tenure or promotion is based, the candidate should have a scholarly record and evidence of research funding.

A. Disciplinary or Professional Research

1. *Candidate should have evidence that research or creative activities are sustained and appropriate to the discipline/profession and reflects standards of good practice.*
2. *Candidate should have sustained evidence of research or creative activity dissemination in scholarly journals, presentations, or other appropriate venues.*

B. Internal and External Support

1. *Candidate should document sustained attempts to obtain funding to support their research/creative activity program. Candidate should have evidence of funding success.*

SECTION 2D:

Excellence performance in research/creative activity Promotion from Associate Professor to Professor

When research or creative activity is the primary area for promotion, the candidate should have evidence of sustained scholarship, reputation at the national level, and an emerging presence at the international level.

A. Disciplinary or Professional Research/Creative Activity

1. *Candidate should have evidence of significant and sustained contributions to knowledge in the field. Scholarly work should be refereed publications and presentations or significant peer-reviewed sources of work relative to one's discipline.*

B. Impact of Scholarship

1. *Candidate should have evidence of sustained and focused scholarship that has contributed to the knowledge base and influenced the work of others.*
2. *Candidate can document how their scholarship has been recognized by professional associations, peers or other organizations that have been impacted by their scholarship.*

C. Internal and External Support

1. *Candidate should have evidence of continued funding and/or long-term funding that support research/creative activity endeavors or candidate should document evidence of continued contracts or community-engaged funding or efforts to obtain funding to supports their scholarship.*

D. Peer Review

1. *Candidate should have evidence of expert external peer review and national recognition that support*

the quality of scholarship or creative activity.

2. Candidate should demonstrate how their work is recognized by peers or disciplinary professionals.

Section 2E: Research Appendices

A. Research and Creative Activity Dossier Recommendations:

1. Candidate is strongly encouraged to seek advice from their Dean, Associate Dean, Chair, and/or mentoring committee as they progress towards tenure and promotion
2. Candidates should carefully document internal and external award amounts, funding organization, and role in the project. Candidates should also discuss the level of competition and significance of the award and indicate how funding impacts future scholarship endeavors.
3. Candidates should understand the impact of the various types of research and creative activity on their professional discipline. Impact can vary and should be carefully documented within ones' dossier.

B. Suggestions on Publications

1. Candidates involved in interdisciplinary research should carefully document their role and contribution to the final product.
2. Candidates who regularly publish collaboratively should document how collaborative work building an emerging reputation and may lead to an independent line of work.

C. Public Scholarship

1. The School of Health and Human Sciences sees publicly engaged scholarship as a valid activity for those seeking promotion or tenure. Public scholarship complements and mutually informs communities in a coordinated effort. Public/civic engagement results in public scholarship that combines research, teaching, and service. Public scholarship involves community stakeholders as co-creators and collaborators¹ with the goal of developing innovations for community practice, public policies, or social change.
2. IUPUI defines publicly engaged scholarship as: (<https://scholarworks.iupui.edu/handle/1805/9713>)
 - a) Clear Academic and Community goals
 - b) Adequate Preparation in Content Area and Grounding in public scholarship
 - c) Appropriate methods: Rigor and Community Engagement
 - d) Significant results: Impact on the field and the community
 - e) Effective presentation/dissemination to academic and community audiences
 - f) Reflective Critique: lessons learned to improve the scholarship and community engagement
 - g) Leadership and scholarly contribution
 - h) Consistently ethical behavior: Socially responsible conduct
3. While public scholarship should result in scholarly products of public engagement such as publications, presentations, and national peer recognition, public scholarship and engagement may involve additional forms of documentation that can be evaluated for originality, independence, coherence, impact, and collaborative skills. Publicly engaged scholarship examples may include:
 - a) Reports done with and for community partner organization
 - b) Blogs that are accessed by community including students, discipline, or professional organizations which inform community and are informed by community
 - c) Curriculum development that are adopted and impact organizations such as Schools
 - d) Public advocacy works that results in legislative or policy change
 - e) Collaborative scholarship projects that demonstrate how faculty and community co-created knowledge

¹ Collaboration is a key piece of scholarship. Stakeholders are not recipients but rather co-creators of knowledge.

- f) Presentations to agencies or professional disciplines that represent publicly worked
- 4. The nature of public scholarship is diverse, and the evidence used to support it may differ from traditional forms of scholarship. Non-traditional dissemination outlets and alternative metrics should be acknowledged as acceptable forms of documentation.
- 5. Peer review of public scholarship must take into account the faculty member's investment in such activities as building community relationships, engaging in reciprocal learning and project definition, experimenting with collaborative methods, and writing grants to support collaboration with faculty, students, and public stakeholders. Specifically, it is important to recognize how these investments affect a faculty member's productivity as related to traditional timelines. Peer review must also evaluate the types and the appropriateness of the outcomes produced based on the faculty member's goals, methods, and public(s). Given the importance of collaboration in this work, external evaluators must have knowledge of the processes involved in public scholarship activities and should have knowledge of the project content, rather than only experience based on the faculty member's discipline. This may include scholars and experts from outside the academy.

D. Predatory Journals

1. Statement from IU libraries on predatory journals:
 - a. Predatory journals are journals which provide misleading information in order to attract authors to submit papers to their publication. These journals will have a fee associated with publication and often have additional "processing" fees that are not made entirely clear to authors on submission of their manuscript. Open Access journals do charge authors to publish, but the fees are clearly stated, and authors do not receive surprise charges.
2. What makes a journal "predatory"?
 - a. Claims to have established peer-review process when either no process exists, or it is severely lacking.
 - b. Charges additional "processing fees" and traps your submission if you decide you no longer wish to publish with them.
 - c. Editorial board is made up of unqualified/under-qualified individuals.
 - d. Journal claims wide scope, (international) and editors all appear to be from same location.
 - e. Boasts high impact factor - either cites an unheard-of source or when fact-checking this does not hold up.
 - f. States it is indexed in multiple databases when it is not.

Disclaimer

Not all journals who fall under the "predatory" namesake have malicious intent - some are newly created journals and need to make appropriate changes to their publication practice due to mistakes and missteps. Use the steps listed on the Journal Checker page to make your own decisions. When in doubt- contact the library and we can help you make an informed decision! <http://iupui-campusguides.com/c.php?g=601123&p=4162520>

School of Health and Human Sciences Promotion and Tenure Guidelines 2020-2021

SECTION 3: SERVICE ACTIVITIES

Service takes place in a variety of contexts and settings in SHHS, including Campus, School, Departmental, and Professional. The following represent criteria for obtaining tenure and/or promotion in the area of service in SHHS.

Section 1A:

Satisfactory in Service-Assistant Professor to Associate Professor

Tenure-track faculty designating research or teaching as the area of excellence must provide evidence of satisfactory service performance for tenure and for promotion. To achieve a rating of satisfactory in service, candidates are expected to document the following evidence.

1. University Service

1. *Candidate should document, where applicable, their role in service to the Campus.*
2. *Candidate must document and explain their role and contribution in service to the School of Health and Human Sciences.*
3. *Candidate must document and explain their contribution in service to their Department.*

2. Professional Service

1. Candidates should document their professional service including service at a local, regional, or national level.

Supplemental Evidence

Service is expected of every faculty member. Although not required for satisfactory service, candidates should document and explain their Campus service where applicable. If a candidate has had a significant role on a School or Departmental Committee (e.g. Committee Chair, search committee) those efforts should also be described. Candidates are also encouraged to document their professional service and the impact on an organizational structure.

Section 1B:

Excellence in Service-Assistant Professor to Associate Professor

Faculty applying for promotion to full rank are expected to provide evidence that they have achieved an emerging national reputation in service. To achieve a rating of excellence in service, candidates are expected to document the following evidence.

A. University Service

1. *Candidate is expected to have served at the campus level and to document how their campus service provided leadership and/or contributed to the mission of the campus.*

B. School and Departmental Service

1. *Candidate are expected to have service at the School level to achieve promotion on excellence in service. Candidate is expected to demonstrate leadership at the School and Department level that benefits the School and Department as an organization and those served by the School and Department (e.g., students, community)*

2. *Candidate should document the impact of their School and Departmental service as related to the overall purpose of the committee or service structure.*

C. Professional Service

1. *Candidate is expected to demonstrate an emerging level of Professional service to achieve excellence in service.*
2. *Candidate has evidence of professional service that has significantly contributed to furthering mission of a Professional organization. Candidate should document the impact of their service as it relates to the mission or purpose of the organization.*

D. Community Service

1. *Candidate has evidence of community service that has significantly contributed to furthering mission of community partner. Candidate should document the impact of their service as it relates to the community organization and how their service impacted organizational capacity.*

E. Scholarship of Service

1. *For promotion and tenure on excellence in service, candidates should document a level of national and/or international dissemination of scholarly service activity. All scholarly contributions related to service must be clearly indicated as such, both in the dossier and curriculum vita.*

F. Service Recognition

1. *Candidate has received recognition that reflects their service contributions.*

Supplemental Evidence

Service is expected of every faculty member but for those seeking promotion and tenure on service, there is an expectation of deep and highly engaged level of service which demonstrates personal growth and future leadership. Candidates seeking Excellence in service are expected to have Campus, School, Departmental, Professional, and Community service in addition to scholarship and recognition. Candidates are encouraged to document all service and service leadership in such a manner that reflects their contribution. It is also important that the candidate document the impact of the service regardless of the service (e.g., campus, departmental community).

Section 1C: Satisfactory in Service-Associate Professor to Professor

Tenure-track faculty designating research or teaching as the area of excellence must provide evidence of at least satisfactory service performance for promotion. To achieve a rating of satisfactory in teaching, candidates are expected to document the following evidence.

A. University Service

1. *For promotion, the candidate is required to have campus service and must document their role in Campus service.*
2. *Candidate must document and explain their role and contribution in service to the School of Health and Human Sciences.*
3. *Candidate must document and explain their contribution in service to their Department.*

B. Professional Service

1. *Candidate must document their professional service including service at a local, regional, or national level.*

Supplemental Evidence

Service is expected of every faculty member. For satisfactory promotion to Professor, candidates are expected to have some degree of service at all levels (e.g., campus, school, department, and professional). If a candidate has had a significant role on a committee (e.g. Committee Chair) those efforts should also be described. Candidates are also encouraged to document their professional service and the impact on an organizational structure.

Section 1D: Excellence in Service-Associate Professor to Professor

Faculty applying for promotion to Professor, candidates are expected to provide evidence that they have achieved and sustained a national reputation and leadership in service. To achieve a rating of excellence in service, candidates must document evidence in the following.

A. Campus Service

1. *Candidate must document how their sustained campus service provided leadership and/or contributed to the mission of the campus. The candidate's service for promotion should exceed what is normally expected of one's rank.*

B. School and Departmental Service

1. *Candidate are expected to have served at the School level that exceeds one's rank and expectation to achieve promotion on excellence in service.*
2. *Candidate is expected to demonstrate leadership in School service that benefits the School and Department as an organization and those served by the School and Department (e.g., students, community).*

C. Professional Service

1. *Candidate are expected to have Professional service that exceeds one's rank and expectation to achieve promotion on excellence in service.*
2. *Candidate has evidence of sustained professional service (i.e., national/international) that has significantly contributed to furthering mission of a Professional organization. Candidates should document the impact of their service as it relates to the mission or purpose of the organization.*

D. Community Service

1. *Candidate has evidence of sustained community service that has significantly contributed to furthering mission of community partner. Candidates should document the impact of their service as it relates to the community organization and how their service impacted organizational capacity.*

E. Scholarship of Service

1. *Candidate should document a level of sustained national and/or international dissemination of scholarly activity. All scholarly contributions related to service must be clearly indicated as such, both in the dossier and curriculum vita.*
2. *Candidate should document grants or foundation work that results in improving outcomes of a service organization.*

F. Service Recognition

1. *Candidate has received recognition that reflects their service contributions*

Supplemental Evidence

Service is expected of every faculty member but for those seeking promotion on service, there is an expectation of a continued, highly engaged level of service. Candidates seeking excellence in service are

expected to have Campus, School, Departmental, Professional, and Community service in addition to scholarship and recognition. Candidates are encouraged to document service and service leadership in such a manner that reflects their contribution and demonstrates how their service leadership impacted their personal growth. It is also important that the candidate document the impact of the service regardless of the service (e.g., campus, departmental, community).

Section 1E: Satisfactory in Service-Clinical Assistant to Clinical Associate Professor

Clinical faculty designating teaching as the area of excellence must provide evidence of at least satisfactory service performance for promotion. To achieve a rating of satisfactory in teaching, candidates are expected to document the following evidence.

A. University Service

- 1. Candidate should document, where applicable, their role in service to the Campus.*
- 2. Candidate must document and explain their role and contribution in service to the School of Health and Human Sciences.*
- 3. Candidate must document and explain their contribution in service to their Department.*

B. Professional Service

- 1. Candidates should document their professional service including service at a local, regional, or national level.*

Supplemental Evidence

Service is expected of every faculty member. Although not required for satisfactory service, candidates should document and explain their Campus service where applicable. If a candidate has had a significant role on a School or Departmental Committee (e.g. Committee Chair, search committee) those efforts should also be described. Candidates are also encouraged to document their professional service and the impact on an organizational structure.

Section 1F: Excellence in Service-Clinical Assistant to Clinical Associate Professor

Clinical faculty applying for promotion to Associate rank are expected to provide evidence that they have achieved an emerging national reputation in service. To achieve a rating of excellence in service, candidates are expected to document the following evidence.

A. University Service

- 1. Candidate is expected to have served at the campus level and to document how their campus service provided leadership and/or contributed to the mission of the campus.*

B. School and Departmental Service

- 1. Candidate are expected to have service at the School level to achieve promotion on excellence in service. Candidate is expected to demonstrate leadership at the School and Department level that benefits the School and Department as an organization and those served by the School and Department (e.g., students, community)*

2. *Candidate should document the impact of their School and Departmental service as related to the overall purpose of the committee or service structure.*

C. Professional Service

1. *Candidate is expected to demonstrate an emerging level of Professional service to achieve excellence in service.*
2. *Candidate has evidence of professional service that has significantly contributed to furthering mission of a Professional organization. Candidate should document the impact of their service as it relates to the mission or purpose of the organization.*

D. Community Service

1. *Candidate has evidence of community service that has significantly contributed to furthering mission of community partner. Candidate should document the impact of their service as it relates to the community organization and how their service impacted organizational capacity.*

E. Scholarship of Service

1. *For promotion and tenure on excellence in service, candidates should document a level of national and/or international dissemination of scholarly service activity. All scholarly contributions related to service must be clearly indicated as such, both in the dossier and curriculum vita.*

F. Service Recognition

1. *Candidate has received recognition that reflects their service contributions.*

Supplemental Evidence

Service is expected of every faculty member but for those seeking promotion and tenure on service, there is an expectation of deep and highly engaged level of service which demonstrates personal growth and future leadership. Candidates seeking excellence in service are expected to have Campus, School, Departmental, Professional, and Community service in addition to scholarship and recognition. Candidates are encouraged to document all service and service leadership in such a manner that reflects their contribution. It is also important that the candidate document the impact of the service regardless of the service (e.g., campus, departmental community).

Section 1G: Satisfactory in Service-Clinical Associate to Clinical Professor

Clinical faculty designating teaching as the area of excellence must provide evidence of at least satisfactory service performance for promotion. To achieve a rating of satisfactory in teaching, candidates are expected to document the following evidence.

A. University Service

1. *Candidates should document, where applicable, their role in University service*
2. *Candidates must document and explain their contribution in School service*
3. *Department must document and explain their contribution in Department service*

B. Professional Service

1. *Candidates should document their professional service including service at a local, regional, or national level.*

Supplemental Evidence

Service is expected of every faculty member. Although not required for Satisfactory service, candidates should document University service where applicable. If a candidate has had a significant role on a School or Departmental such as Committee Chair or search committee should be noted. Candidates are also encouraged to document professional service such as committee leadership or service that has significantly contributed to the mission or the Professional or Community

Section 1H: Excellence in Service-Clinical Associate to Clinical Professor

Clinical faculty applying for promotion to full rank are expected to provide evidence that they have achieved and sustained a national reputation in service. To achieve a rating of excellence in service, candidates are expected to document the following evidence.

A. University Service

1. *Candidates are expected to have served at the University level that is consistent with one's rank.*

B. School and Departmental Service

1. *Candidates are expected to have served at the School level that is consistent with one's rank and expectation to achieve tenure and promotion on excellence in service.*
2. *Candidate is expected to demonstrate leadership in School service that benefits the School and Department as an organization and those served by the School and Department (e.g., students, community)*

C. Professional Service

1. *Candidates are expected to demonstrate Professional service that is consistent with one's rank and expectation to achieve tenure and promotion on excellence in service.*
2. *Candidate has evidence of professional service that has significantly contributed to furthering mission of a Professional organization. Candidates should document the impact of their service as it relates to the mission or purpose of the organization.*

D. Community Service

1. *Candidate has evidence of community service that has significantly contributed to furthering mission of community partner. Candidates should document the impact of their service as it relates to the community organization and how their service impacted organizational capacity.*

E. Scholarship of Service

1. *For promotion and tenure on excellence in service, candidates should document a level of national and/or international dissemination of scholarly activity. All scholarly contributions related to service must be clearly indicated as such, both in the dossier and curriculum vita.*

F. Service Recognition

1. *Candidate has received recognition that reflect their service contributions.*

Supplemental Evidence

Service is expected of every faculty member but for those seeking promotion on service, there is an expectation of a high level of sustained Professional, University, School and Departmental service. Candidates are expected to document all service and service leadership in such a manner that reflects their contribution and the impact of their contribution on the committee or organization.

Section 1I: Satisfactory in Service-Lecturer to Senior Lecturer

Faculty applying for promotion are expected to provide evidence that they have service. To achieve a rating of satisfactory in service, candidates are expected to document the following evidence.

A. University Service

1. Candidates should document, *where applicable*, their role in University service
2. Candidates must document and explain their contribution in School service
3. Department must document and explain their contribution in Department service

B. Professional Service

1. Candidates should document their professional service including service at a local, regional, or national level.

Supplemental Evidence

Service is expected of every faculty member. Although not required for Satisfactory service, candidates should document University service where applicable. If a candidate has had a significant role on a School or Departmental such as Committee Chair or search committee should be noted. Candidates are also encouraged to document professional service such as committee leadership or service that has significantly contributed to the mission or the Professional or Community

Section 1J: Satisfactory in Service-Senior Lecturer to Teaching Professor

Faculty applying for promotion are expected to provide evidence that they have service. To achieve a rating of satisfactory in service, candidates are expected to document the following evidence.

A. University Service

1. *Candidates should document, where applicable, their role in University service*
2. *Candidates must document and explain their contribution in School service*
3. *Department must document and explain their contribution in Department service*

B. Professional Service

1. *Candidates should document their professional service including service at a local, regional, or national level.*

Supplemental Evidence

Service is expected of every faculty member. Although not required for Satisfactory service, candidates should document University service where applicable. If a candidate has had a significant role on a School or Departmental such as Committee Chair or search committee should be noted. Candidates are also encouraged to document professional service such as committee leadership or service that has significantly contributed to the mission or the Professional or Community