

# **School of Health Sciences**

**College of Health and Human Sciences**

**Purdue University**

**West Lafayette, Indiana**

## **Guidelines for Promotion and Tenure in School of Health Sciences**

**Approved by  
the Faculty of School of Health Sciences  
on**

**February 2, 2024**

## Guidelines for Promotion and Tenure in School of Health Sciences

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## Introduction

This document provides individual faculty, promotion committee members, and external reviewers with guidelines regarding the standards and criteria for promotion and tenure that are specific to the School of Health Sciences. For guidelines on preparation of Form 36, candidates should consult the University and College documents described in Section B.

It is important to recognize that promotion/tenure review is a peer-review process and therefore interpretation of standards and documentation requirements may change for a unit based on the composition and views of the faculty. Although changes in the process, standards, and associated documentation typically occur slowly, they do occur regularly. In view of this, the faculty recognizes that this Guideline must be a living document reflecting change as it occurs. Therefore, constructive suggestions are needed and should be provided to the Head of the School for consideration in an appropriate time frame.

The School of Health Sciences recognizes the General Criteria for Promotion set forth by Purdue University, “Criteria for Promotion for the West Lafayette Campus”, which states as of 2019 that *“On the Purdue West Lafayette Campus, to be considered for promotion, a tenured or tenure track faculty member should contribute to all mission areas appropriate to their position (in most cases, contributing to all three areas of discovery, learning and engagement), meeting minimum thresholds in each. They should also have demonstrated excellence and scholarly productivity in at least one of these areas – discovery, learning and engagement – with the understanding that, ordinarily, strength would be apparent in more than one. Documentation of teaching accomplishment is required for any tenured or tenure-track faculty member who teaches. Documentation of engagement accomplishment is required for any tenured or tenure-track faculty member who has formal engagement responsibilities or appointment. Similarly, even if a candidate is applying for promotion based on learning or engagement, they must have demonstrated accomplishments in research/discovery as well. Commitment to active and responsive mentorship, as well as an active role in mentoring, advising and supporting the academic success of students and postdoctoral scientists, will also be documented as part of the process that defines tenure and promotion.”*

The School of Health Sciences faculty endorses the University’s missions of discovery, learning, and engagement and also recognizes the unique mission of the School. That mission is based upon the School’s commitment to the signature areas of research, quality undergraduate and graduate learning, and service/engagement with local, national and international entities to address or advise on concerns associated with human health especially in our represented disciplines.

This Guideline does not attempt to be, nor is it suitable as, mandatory criteria for promotion and tenure. A faculty member may be particularly outstanding in one area for which their promotion/tenure is considered. Thus, the document provides a guide for faculty in documenting their achievements in the specialty areas where they perform exceptionally well. In a broader sense, it serves the purpose of guiding faculty seeking to set goals, and to design their career plans, professional development, and activities in concert with the norm of expectations for a successful faculty member at Purdue University and within the School of Health Sciences.

The guideline for promotion to each rank is specified in Section A. Specific requirements for this School are then itemized. Section B provides a general guideline for preparation of the promotion document. Sections C and D provide a general guideline for evaluation and promotion of faculty in research track and clinical track, respectively. Faculty members seeking promotion and tenure must follow the “Instructions for Use with Faculty Promotion Form 36” to prepare their Form 36.

### **Section A. Achievements Required for Consideration of Promotion to the Rank of Associate or Full Professor with Tenure**

Successful candidates for promotion to Associate Professor should have a “significant record of accomplishment as a faculty member and show promise of continued professional growth and recognition.” Academic tenure is acquired on promotion to this rank. Materials provided in support of the nomination should clearly identify the major contributions of the nominee and avoid an exhaustive cataloging of activities. Citations and references should follow the “Instructions for Use with Faculty Promotion Form 36”.

Successful candidates for promotion to Full Professor should be recognized as “authorities in their fields of specialization by external colleagues – national and international as may be appropriate in their academic disciplines – and be valued for their intramural contributions as faculty members.”

Accomplishments related to diversity, equity, and inclusion (DEI) are viewed positively and should be documented under Discovery, Learning, or Engagement and Service categories as appropriate. Examples of such accomplishments and how to incorporate them into Form 36 can be found on the HHS Promotion and Tenure webpage (see section B below).

#### **A1. Discovery**

##### **A1.1. Grants and Contracts**

- To be promoted to either associate or full professor rank, the candidate should have at least one active extramural award funded at the time of promotion. The candidate’s entire funding track record will be evaluated. To be promoted to Full Professor, multi-year extramural awards should be held, with the funding record demonstrating continuity and sustainability of the candidate’s research area. Special consideration is given to university-approved extensions and leaves of absence in the timeline.

##### **A1.2. Publications**

- Respecting the diversity in publishing practices in different research fields in the School of Health Sciences, the publication record is to be judged not merely by numbers of publications, but also by their quality and significance to the candidate’s field of research.
- The candidate for Associate Professor should publish, on average, at least 3 peer-reviewed publications each year, or fewer than 3 but in high impact journals, prior to promotion. The candidate for Full Professor should show continuity of a strong publication record, with typically 3-4 peer-reviewed publications per year on average in

high impact journals. In both cases, it is recognized that the university-approved extensions or leaves of absence may affect faculty's overall productivity during this special period.

#### A1.3. Patents, technology transfer, and engagement with industry

- Patents and technology transfer are considered positively as a practical outcome of faculty creative activities. Contributions to any licensing agreements, technical advances, technology transfer or awarded patent(s) should be noted. Evidence of active industry interactions, which have led or may lead to extramurally funded research activity is encouraged.

#### A1.4. Interdisciplinary research efforts

- The candidate is expected to conduct collaborative interdisciplinary research efforts. This includes collaborative or interdisciplinary publications and applications for extramural funds.

#### A1.5. International collaborations

- International collaboration activity is viewed positively and should be documented.

#### A1.6. Honors, awards, and recognition within their field

- Candidates are expected to have earned major recognition in their field, including invited lectures and conference speeches. National scholarly recognition is expected for promotion to Associate Professor and international scholarly recognition is expected for promotion to Full Professor.
- For promotion to Associate Professor: A record of scholarly accomplishments is expected for candidate's recognition at the national level and for demonstrated intellectual independence. When a candidate's record includes many publications co-authored with former mentors, the description in the promotion document should clarify the candidate's significant and distinctive contributions to the research since gaining scientific independence. Factors that will be considered include (but are not limited to) publications in high quality peer-reviewed journals, a strong record of peer-reviewed funding for support of the candidate's research, and letters of reference from acknowledged experts in the candidate's research field.
- For promotion to Full Professor: A record of scholarly accomplishments that is recognized at the international level. The candidate will have contributed a significant body of original and innovative scholarship to the field and will be an acknowledged expert in their area as evidenced by invited participation in study sections, review groups, editorial boards, symposia, or similar activities. The candidate will also have peer-reviewed research support for multiple years of appointment that includes at least one new award or competitive renewal during the previous five years. The factors to be considered are as described for promotion to Associate Professor.
- Special consideration is given to university approved extensions and leaves of absence in the timeline.

#### A1.7. Research mentoring.

- The candidate for promotion should provide clear evidence of mentoring graduate students, particularly Ph.D. students. Additional evidence of mentoring postdoctoral fellows and visiting scholars will also be viewed positively. Candidates for Associate Professor should provide evidence that he/she has served as Major Professor for Ph.D. students who have graduated or have passed their doctoral qualifying exam and are on track to graduate within 18 months. Candidates for Full Professor are expected to have graduated multiple Ph.D. students as Major Professor by the time of promotion. It is also expected that candidates for both levels will provide clear evidence that their mentees have served as 1<sup>st</sup> authors on peer-reviewed manuscripts.
- Evidence of the nominee's involvement with undergraduates in their research program is also expected. Such evidence may include but is not limited to: (a) serving as a research mentor for honors students, (b) engaging students in research (e.g., DURi or SURF programs), and (c) mentoring students in poster and/or presentations at local, state, regional, or national meetings.

## A2. Learning

### A2.1. Documentation for all candidates

- a) Candidates for promotion are expected to provide documentation of their accomplishments related to learning. Such evidence may include (but not necessarily be limited to) new courses developed, innovative approaches to teaching, and contributions to the scholarship of teaching and learning. Where appropriate, contributions to the scholarship of teaching and learning should be evaluated by outside referees in the same manner as described for Research and Scholarship in the last section. "Teaching" includes both graduate and undergraduate teaching and teaching in the broadest sense, which includes graduate student mentoring, academic advising, clinical teaching, etc.
- b) Because the primary mission of the School of Health Sciences is discovery, it is expected that promotion and tenure will be considered based primarily on a faculty member's research contributions (as described above). Promotion based on learning or engagement will be considered in compliance with the University's policy (see Section A2.2).
- c) For all candidates, the current version of HHS-approved student evaluations of teaching template should be used in presenting these data in Form 36. Student evaluations on items such as course organization, assignments, projects, exams, and instructor effectiveness, among other parameters, shall have an average of >4.0 out of 5.0. These data will be reviewed within the context of class size, the level being taught, the effort in developing new course(s), and other factors known to affect course ratings. Candidates for promotion to Full Professor are expected to have delivered several full courses and demonstrated strong teaching skills.
- d) All candidates should demonstrate a commitment to active and responsive mentoring, advising, and support of the academic success of undergraduate and graduate students. Mentoring postdoctoral researchers, visiting scholars, or other trainees is also valued and should be documented.

### A2.2. Promotion on the basis of the scholarship of learning

- a) Candidates for promotion to the Associate Professor rank with the scholarship of teaching and learning should demonstrate their excellence in teaching and learning scholarship in

the field of health sciences. Standards of such excellence are similar to those used to evaluate the standards of excellence in discovery, including intramural and/or extramural funds that support teaching innovation and publications. Specifically, the candidates are expected to demonstrate a record of peer-reviewed publications on teaching, and/or evidence for developed instructional innovations that have been adopted by other institutions. Examples of such innovations may include a widely adopted and well-regarded textbook introducing a new framework, publications in pedagogical journals, instructional materials or media with wide adoption, or products that enhance student learning. In all cases, the impact of the individual's work should be well-documented, considering that it will serve as the primary focus of review. See Section A1.2 for university-approved extensions or leaves of absence.

- b) Candidates for promotion to the Full Professor rank with the scholarship of teaching and learning as their field of excellence shall provide evidence, in addition to the aforementioned standards in Section A2.2a, that they have developed a national or international reputation on teaching or instruction. Indicators of such a reputation can include keynote addresses at national or international teaching conferences or invitations to deliver special workshops on pedagogy. Special consideration is given to university approved leaves of absence in the timeline.

### **A3. Engagement and Service**

#### **A3.1. Engagement requirement for all candidates**

As a land-grant institution, it is expected that all tenured/tenure-track faculty shall actively participate in engagement activities. Specific accomplishments for consideration for promotion by the School include:

- A reciprocal, collaborative relationship with communities and other outside entities that yields innovations in health sciences.
- Evidence of disseminating their research findings beyond scholarly publications to community, lay audiences, student clubs, or news media.
- Efforts in diversity, equity, and inclusion at the levels of the university, community, state, and beyond.
- Candidates for promotion to the Full Professor rank shall show the evidence of their engagement with the leadership role in their respective professional societies or organizations.

#### **A3.2. Service requirements for all candidates**

- a) For faculty with significant clinical responsibilities, the nature and extent of the clinical service should be documented.
- b) Specific accomplishments for consideration for promotion by the School include:
- Candidates are expected to serve on School committees and engage in the mission of the School.
  - Critical to the prestige and enhancement of the School of Health Science's national ranking is the fostering of the graduate program and its students, and the recruitment of talented undergraduates. Candidates are expected to support the review of applicants to the graduate program and undergraduate and graduate student recruitment.

- For the candidate to be promoted to the Full Professor rank, demonstrated administrative service to the School and University is mandatory. Such service activities should be documented.
- Extramural engagement is viewed positively. Evidence of service to government or professional organizations, consulting arrangements, and outreach activities should be documented.

### A3.3 Promotion on the basis of the scholarship of engagement and service

The primary mission of the School is discovery. Thus, promotion on the basis of engagement and service scholarship is very rare but will be considered. Candidates considered in this category must demonstrate a record of highly impactful engagement/service-related activities in which they played a crucial leading role. In addition to accomplishments list in A3.1 and A3.2, the candidates shall provide evidence to support their achievements in implementing practices that improve people's lives, communities, and societies. Indicators of such impact may include:

- a) Developing and implementing evidence-based programs, interventions, or techniques that have positively affected the quality of life of people in a community as evidenced in relevant publications, technical reports, and/or technology transfer/licensing.
- b) Developing and formation of the partnerships with community, government, or public sector organizations that resulted in new laws or policies that improved people's lives.
- c) Connecting research with the appropriate markets (commercialization) that further engagement with external stakeholders.
- d) Candidates for promotion to Full Professor on the basis of the scholarship of engagement as their field of excellence should also show the evidence as a leader in organizations that promote substantial changes in professional practice nationally and/or internationally, in addition to evidence as described above.
- e) Special consideration is given to university approved leaves of absence in the timeline.

## A4. Timeline

The timeline for development of the promotion document is in consultation with the Head. The faculty should notify the Head of their intent to seek a promotion and/or tenure. The candidate should provide a list of 5-7 potential external reviewers to the Head of the School. The candidate may also provide a list of up to 5 individuals who should be excluded as potential external reviewers. The Head will develop a final list of 8 reviewers by selecting 2-3 names from the candidate's list and adding up to additional 3-5 names, from whom letters of evaluation of the candidate will be solicited. The School Head will solicit agreement to conduct the evaluation prior to sending reviewers the candidate's promotion package. External reviewers will be provided the candidate's three to five most significant publications, the document in support of the nomination, and the School's Promotion and Tenure Guidelines. As a guideline, letters to external reviewers should be sent no later than August 21 with a requested due date of October 1.

When the promotion package is distributed to the Primary and Area Committees, the Head shall include a listing of all individuals from whom letters were obtained, a brief (one paragraph) biographical description of the reviewer, and all letters received in their entirety. If an external reviewer does not reside in a peer institution, the rationale for their selection as an external



reviewer should be described. Complete promotion packages, including the external review letters, should be distributed to members of the Primary Committee no later than October 15.

## **Section B. Information on Preparation of Promotion Documents**

The document in support of the nomination should be submitted together with the President's Form 36. Please note that once submitted to the Primary Committee, the document in support of the nomination should not be altered except to correct errors of fact or typographical errors. If relevant new information becomes available after the materials have been reviewed by the Primary Committee (e.g., acquisition of extramural funding, significant scholarly award), this information should be noted in the Head's evaluation of the nominee. Similarly, if such material becomes available after review by the Area Committee, it should be noted in the Dean's evaluation of the nomination.

For guidelines on preparation of Form 36, the candidate should consult the most current information at the University and College level.

**Link to Purdue University Faculty Promotion and Tenure information and forms:**

<https://www.purdue.edu/provost/faculty/promotion/index.html>

**Link to current College of Health and Human Sciences Promotion and Tenure**

**Information:** <https://hhs.purdue.edu/faculty-staff/promotion-and-tenure/>

## **Section C. Guidelines for Promotion in Research Track**

For promotion to the rank of research associate professor or research professor, the same promotion criteria as for tenure-track faculty in respective ranks shall be applied within the scholarship of discovery.

## **Section D. Guidelines for Promotion in Clinical Track**

Successful candidates for promotion must demonstrate evidence of excellence in teaching and engagement, or clinical practice and have a primary commitment to assist the college/school in meeting its programmatic needs for teaching or clinical services and instruction. They also are expected to have accomplishments or potential for national prominence in their fields. Clinical track faculty members are evaluated under a different set of criteria than tenure-track faculty. Clinical faculty are reviewed primarily on the basis of excellence in the scholarship of learning and/or engagement (referred to Section A.2.2).

Accomplishments related to diversity, equity, and inclusion (DEI) are viewed positively and should be documented under Discovery, Learning, or Engagement and Service categories as appropriate. Examples of such accomplishments and how to incorporate them into Form 36 can be found on the HHS Promotion and Tenure webpage (see section B above).

## **D1. Expectations for Promotion to Clinical Associate Professor**

### **D1.1. Learning.**

The candidate for promotion must demonstrate significant accomplishments in advancing pedagogy, professional practice, and/or engagement. Such accomplishments should include peer-reviewed publications, book(s) or other products (e.g., media, curricular materials, textbooks, professional materials, etc.) that provide a tangible record of these accomplishments. Records of presentations and invitations to present at conferences or other professional gatherings, including those focused on pedagogy, can provide additional evidence of advancing pedagogy, professional practice, and/or engagement.

- a) External reviews will be sought from national experts with expertise in pedagogy, professional practice, and/or engagement who will review promotion materials and publications and/or other materials.
- b) Exemplary teaching is required for promotion on the scholarship of learning. This includes evidence that courses provide current information, are taught with appropriate depth and breadth of coverage, and provide a rigorous and challenging experience for students. Items c and d below are two approaches of how this evidence can be provided. Other evidence can be provided as supplemental materials and included with the promotion packet provided to the HSCI Primary Committee adhering to HHS P&T guidelines and policies.
- c) Favorable student course rating (referred to Section A2.1c) for each course taught in the preceding three years are expected for promotion on the scholarship of learning. The current version of HHS-approved student evaluations of teaching template should be used in presenting this data in Form 36. The evaluations by students on items such as course organization, assignments, projects, exams, and instructor effectiveness, among other parameters, shall be average >4.0 out of 5.0. The data will be reviewed within the context of class size, the level being taught, the effort in developing new course(s), and other factors known to affect course ratings.
- d) Evidence of contributions to one's curricular area of focus at Purdue. This might take the form of development of new courses or substantial modification of existing courses in the scholarship of learning.
- e) Evidence of commitment to active and responsive mentoring, advising, and support of the academic success of others. This may include promoting the careers of undergraduate students, graduate students, and/or post-doctoral scientists.
- f) Contribution to achieving excellence in instruction through activities such as significant revision of an existing course(s), development of a new course, active participation in and/or leadership of a HSCI standing committee focused on instruction, and/or supervision of a graduate teaching assistant(s) for promotion in the scholarship of learning.

### **D1.2. Engagement and Service.**

- a) All faculty members seeking promotion to the clinical associate professor rank are expected to actively participate in School-, College-, and University-level (where appropriate) committees and citizenship duties.

- b) Teaching and clinical faculty members are expected to engage in professional service beyond Purdue (referred to Section A3). These activities may include organizing a conference or holding a leadership role in a professional association or journal.
- c) Involvement of undergraduate students, graduate students, and post-doctoral scientists (if applicable) in service activities is valued.

## **D2. Expectations for Promotion to Clinical Professor**

### **D2.1. Learning.**

Successful candidates must demonstrate an extremely high level of professional accomplishment in advancing pedagogy, clinical practice, service, and engagement activities and must be recognized by their peers at the national level. In addition to accomplishments listed in D1.1, the candidate should provide evidence including:

- a) Attain national or international status in candidate's field. This can be demonstrated through such activities as publication, assumption of leadership roles in organizations or government committees, invitations to present at conferences or workshops, or through other means.
- b) Endorsement from external reviewers from peer institutions in the review of one's curriculum vitae and supporting materials indicating the candidate's significant impact on the candidate's field of expertise.
- c) Evidence of outstanding service contributions internally to university, college, and/or departmental committees. Examples of service include taking on graduate or undergraduate program director duties, being selected for regional or national leadership development programs, chairing School's search committees, or serving on major college or university committees (Area committee, deanship search committees, etc.).
- d) Evidence of national and/or international service and leadership, such as elected positions on boards of learned societies.

### **D2.2. Engagement and Service.**

Accomplishments described in Section D1.2 are expected for promotion to clinical professor rank. The emphasis is on the candidate's leadership role.

### **D3. Discovery**

Discovery is not one of the primary activities expected of clinical/professional faculty. However, contributions to research programs are encouraged and may be reported in candidates' promotion documents as evidence of an additional area of strength.