

DEPARTMENT OF PUBLIC HEALTH

CRITERIA FOR PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR (WITH TENURE), PROFESSOR (WITH TENURE), AND CLINICAL ASSOCIATE PROFESSOR OR CLINICAL PROFESSOR (WITHOUT TENURE)

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This document sets forth factors to be considered in decisions about faculty promotion within the Department of Public Health. Promotion and/or tenure is expected to be acquired as a result of demonstrated positive achievement. The expectations listed below do not provide a minimal list which, if satisfied, ensures promotion. Instead, each criterion will be evaluated in the context provided by the full record.

The official criteria and procedures for promotion that apply to the promotion and tenure of Purdue faculty are stated in various Purdue University and College of Health and Human Sciences documents ([College of Health and Human Sciences- Faculty Promotion and Tenure](#)).

The expectations listed below are offered as a general guide for faculty preparing for tenure and/or promotion in the Department of Public Health, and for reviewers outside of the Department who wish to place promotion documents within a departmental context.

To be considered for promotion, a faculty member should have demonstrated excellence and scholarly productivity in at least one of these areas: discovery, learning or engagement. Candidates must show competencies in all three areas, with excellence in one forming the basis for promotion.

PROMOTION TO ASSOCIATE PROFESSOR (WITH TENURE)

Academic tenure is acquired on promotion to this rank. A successful candidate should have a significant record of accomplishment as a faculty member and show promise of continued professional growth and recognition.

Discovery

Candidates are required to demonstrate excellence in discovery if this is the primary area of their nomination. They are also required to demonstrate strength in this area if this is not the primary basis of nomination.

When evaluating the accomplishments of candidates in the area of discovery, multiple criteria must be considered. The first and foremost criterion is the quality of a faculty member's research program overall. The Department of Public Health values research that positively impacts the health and wellbeing of individuals, families, and communities, and/or builds capacity for future positive impacts on health and wellbeing via the creation and strengthening of generalizable knowledge about science, policy, and systems of public health and healthcare. In evaluating research quality in our field, the Department considers factors such as: 1) methodological rigor and ethics, 2) inclusive, community-centered approaches, and 3) potential for meaningful impact on health and health equity. Candidates are expected to have a research record that demonstrates their intellectual independence, the ability

to think critically and foster autonomy, as researchers. Also important are the impact of their discoveries on the research of others in the field and their record of research funding. Finally, because the education and training of future researchers is a crucial part of the mission of Purdue University, promotion candidates are expected to provide active and effective research mentoring of the undergraduate students, graduate students, and/or postdoctoral scientists involved in their research programs.

Evaluation of excellence or strength is based on the following:

1. Productive record of contributions to the scholarly literature through publications in scholarly refereed publications, especially top-rated journals in the candidate's field. Publications reporting original research, critical literature reviews, advances in theory development or analysis, and refereed publications that synthesize a research literature for practitioners are considered appropriate contributions. The publication record must have publications for which the candidate or their mentee is lead author and/or the senior author (typically the last author position in our field). The Department also values research publications whose author lists provide evidence of meaningful collaboration with those bringing differing perspectives, including cross-disciplinary research colleagues and community partners. It is recognized that the candidate's research methodology may affect the rate of publication. In addition, the vagaries of the publication process may lead to unevenness in publication rate. Although there should not be significant gaps across years, recognition should be made that temporary gaps may be anticipated.
2. Coherent substantive focus in a program of research is expected. Collaborative and/or interdisciplinary work is essential to the field of public health and valued by the Department. Candidates who specialize in interdisciplinary or methodologically based research can present their research program as such. It is expected that candidates will develop recognized expertise in their research domain. Recognized expertise may be demonstrated by serving as a reviewer for a journal or conference, serving on an editorial board, serving on a grant review panel, serving as an editor or associated editor of a journal, or other relevant professional service beyond Purdue.
3. Presentations of research at annual or biennial meetings of international, national, or regional professional organizations are expected.
4. Submission of internal and/or external funding proposals to support one's discovery. It is understood that some high-quality grant proposals are not funded, and the funding record of a faculty member is expected to be commensurate with having a sustained nationally-recognized program of research (achieving international-recognition is expected for promotion to full professor with tenure). Information pertaining to unfunded grants may be included in the Form 36 under the category of "Current research interests, including experimentation and other projects in process."
5. Demonstrated leadership in the development of future scholars. This includes cultivating original research from undergraduate students, graduate students, and/or postdoctoral scientists, as applicable. This can be demonstrated through activities such as effective advising of students, membership on student committees, serving as a research mentor, engaging students in research, mentoring students' poster presentations or publishing with students, and serving as chair or co-chair of graduate student committee(s). Level of involvement in graduate student advising is weighed in the context of the available pool and funding opportunities for graduate students in the candidate's area.

Excellence in Discovery requires evidence of achievement in each of the five areas. Candidates are not

expected to demonstrate the same level of distinction in every category; rather, overall excellence will be assessed based on the quality, impact, and coherence of contributions across these areas.

Learning

Candidates are required to demonstrate excellence in Learning if this is the primary area of their nomination. They are also required to demonstrate strength in this area if this is not the primary basis of nomination.

Evaluation of excellence or strength is based on the following:

1. Demonstrate significant accomplishments in advancing pedagogy, or professional practice, in Indiana, the United States, or internationally. Such accomplishments must include publications and/or other products (e.g., media, curricular materials, professional materials, textbooks, etc.) that provide a tangible record of accomplishment. This is required to be considered for a nomination based on excellence in Learning.
2. Submission of and demonstrated success on internal and/or external funding proposals to support courses and teaching efforts.
3. Additional evidence of positive contributions to undergraduate learning through advising of student organizations, leading study abroad programs, or other activities.
4. Contribution to instruction through activities such as significant revision of an existing course(s); adapting an existing course to maximize accessibility, inclusion, and equity; development of a new course; active participation in and/or leadership of a Department of Public Health standing committee or practice group focused on instruction; and/or supervision of a graduate teaching assistant(s).
5. Presentation at conferences focused on pedagogy.
6. It is deemed valuable for the candidate to receive consideration for and/or receipt of a competitive award(s) for excellence in teaching from a Purdue entity (e.g., College Teaching Award) or a recognized state or national professional organization.

Engagement/Service

Candidates are required to demonstrate excellence in Engagement if this is the primary area of their nomination. Excellence in engagement may be demonstrated through developing and implementing practices that improve people's lives, communities, and societies. Indicators of such impact are likely to be derived from contexts beyond academic disciplines.

Given Purdue's land-grant mission, it is expected that faculty will endeavor to disseminate their research findings beyond scholarly publications, for example, by contributing to articles written about their research in newspapers and magazines, giving talks to community or lay audiences, etc. In addition, all faculty are expected to contribute to service activities that sustain campus units and professional organizations.

The Office of Engagement at Purdue University defines the Scholarship of Engagement as: Scholarship is innovative with a high level of disciplinary expertise, can be replicated, produces documented results that are impactful, and is professionally or peer-reviewed. Engagement is the collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and

reciprocity. The Scholarship of Engagement includes: a reciprocal relationship with communities that yields innovations with disciplinary expertise, can be replicated, documented, is professionally and/ or peer-reviewed, and has evidence of impact.

Evaluation of excellence in Engagement is based on the following:

1. Productive record of engagement-related activities with demonstrable impact at the local, regional, national, or international level in which candidates played a critical role. These activities may involve a partnership with a specific community or organization outside the university in which there is a mutually beneficial exchange of knowledge. For example, faculty may have developed and implemented evidence-based programs, interventions, or techniques that have positively affected the quality of life of people in a community. Alternatively, they may have formed partnerships with community, government, or public sector organizations that resulted in new laws or policies that improve people's lives, or they may have been leaders in organizations that promoted substantial changes in professional practice nationally or internationally.
2. Significant contribution to the scholarly literature on engagement that are published in refereed journals. This is required to be considered for a nomination based on excellence in Engagement.

In addition to the required achievements listed above, the following activities may reflect excellence in Engagement. (Not listed hierarchically.)

- A. Involvement in state, regional, or national professional organizations.
- B. Involvement of undergraduate students, graduate students, and/or postdoctoral scientists (if applicable) in engagement activities.
- C. Presentation at conferences focused on engagement activities.
- D. Submission of and demonstrated success in internal and/or external funding proposals to support engagement activities.
- E. Contributions to engagement activities that may include presentations at meetings of community or state organizations, including trainings organized by Purdue Extension; consultation to or leadership in the development of educational programs for Purdue Extension or other entities; news media interviews and presentations; and/or participation in community outreach programs.

Regarding *service*, all faculty are expected to share in the support functions that are necessary to sustain academic units, research institutions, professional organizations, and funding agencies. Because the department is committed to facilitating the development of faculty, tenure-track assistant professors are expected to do only a modest amount of service activities to ensure adequate time remains for their scholarly pursuits. All faculty members seeking promotion under any of the three categories are expected to:

1. Contribute to the functioning of the Department, College, and University (where appropriate). These contributions could include serving on Departmental-, College-, and University-level committees and providing support for the department's undergraduate and graduate programs.
2. Contribute to the functioning of the field. These contributions could include serving in an elected position or acting in other ways as a leader in state, national, or international societies.

PROMOTION TO PROFESSOR (WITH TENURE)

It is expected that a candidate for promotion to Professor will meet all the standards for promotion to Associate Professor. Successful candidates are recognized as experts in their fields of specialization by external colleagues- regional, national, and/or international as may be appropriate in their academic disciplines- and be valued for their intramural contributions as faculty members.

1. Candidates for promotion on the basis of Discovery must show evidence of being a recognized expert in their area of research. Candidates must demonstrate sustained excellence, maturity of scholarship, and significant impact on their field. Evidence should include a strong record of publications, consistent and sustained external funding, prestigious invited talks, leadership in multi-site or interdisciplinary projects, and/or demonstrable influence on practice or policy.
2. Candidates for promotion on the basis of Learning will also be expected to demonstrate excellence in the scholarship of teaching and learning. Standards of such excellence are similar to those used to evaluate the standards of excellence in discovery. Specifically, the candidate will be expected to demonstrate a record of refereed publications on teaching, have developed a national or international reputation on teaching or instruction, and have developed instructional innovations.
3. Candidates for Professor must possess a maturity in teaching and mentoring that goes beyond that shown at the associate level. There should be continued strength in teaching as indicated by course evaluations or peer evaluation and success at attracting and mentoring undergraduate and graduate students, post-doctoral scholars, and early career faculty. In evaluating mentoring load, the Department recognizes and values that in addition to formal mentoring relationships, students and other mentees also strongly benefit from informal mentoring relationships, and that students and other mentees from minoritized populations may often seek out such informal mentoring from faculty who share aspects of their identity, leading to disproportionate balance in informal mentoring activities. There should also be evidence of continued growth and progression as a teacher. Candidates being nominated for Learning must show evidence of excellence in this area.
4. A faculty member nominated for promotion on the basis of Engagement must also have an outstanding record of Engagement publications or other scholarship of engagement deliverables. Candidates for Professor nominated under the category of Engagement must show evidence of excellence in this area.
5. For candidates not nominated on the basis of engagement, participation in significant engagement efforts is also valuable, although it is recognized that not all faculty members will be involved in this activity.
6. Candidates for Professor should also have engaged in service activity that is beyond that expected at an earlier career stage. Examples of service include taking on graduate or undergraduate director duties, being selected for regional or national leadership development programs, advanced training, chairing departmental search committees, or advising MPH students through their practicum experience. In addition, there should be evidence of national and/or international service and leadership, such as elected or appointed positions on boards of learned societies.

PROMOTION TO CLINICAL ASSOCIATE PROFESSOR (WITHOUT TENURE)

Clinical track faculty members are evaluated under a different set of criteria than are tenure track faculty members. Clinical faculty members are reviewed primarily on the basis of excellence in teaching, professional practice, and/or engagement activities.

For promotion of clinical assistant professors to clinical associate professors, the candidate must exhibit documented expertise in instruction or professional practice, be qualified to participate in the educational programs of the department and demonstrate evidence of excellence in teaching. In addition, the candidate is expected to have scholarly accomplishments with a demonstrated or emerging prominence in his or her field at the state, regional, national, or international level as appropriate. The following will be considered:

1. The candidate for promotion must demonstrate significant accomplishments in advancing pedagogy, professional practice, and/or engagement in Indiana, the United States, or internationally. This can be demonstrated through such activities as peer-reviewed publications and/or other products (e.g., media, curricular materials, textbooks, professional materials, case studies, practice guidelines, adoption of innovations, etc.) that provide a tangible record of accomplishment.
2. Presentation at conferences focused on pedagogy and/or scholarship of engagement.
3. Evidence of contributions to one's curricular area of study at Purdue. This might take the form of development of new courses or substantial modification of existing courses.
4. 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 postdoctoral scientists. In evaluating mentoring load, the Department recognizes and values that in addition to formal mentoring relationships, students also strongly benefit from informal mentoring relationships.

Contribution to achieving excellence in scholarship of engagement includes 'a reciprocal relationship with communities that yields innovations with disciplinary expertise, can be replicated, documented, is professionally and/ or peer-reviewed, and has evidence of impact.'²

PROMOTION TO CLINICAL PROFESSOR (WITHOUT TENURE)

For Promotion to Clinical Professor the candidate must exhibit documented expertise in clinical instruction or professional practice, demonstrate a high level of professional and scholarly accomplishment and have achieved recognition by his or her peers at the state, regional, national, or international level as appropriate. The faculty member is expected to demonstrate a level of accomplishment that significantly exceeds that expected at the Associate level. The following will be considered:

1. Evidence of exemplary teaching and professional practice activities.
2. Evidence of service contributions internally to university, college, and departmental committees and engagement at the local, state, or national level.
3. 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, post-doctoral scientists, and/or early career faculty. In evaluating mentoring load, the Department recognizes and values that in addition to formal mentoring relationships, students and other mentees also strongly benefit from informal mentoring relationships.

4. Evidence of national and/or international status in one's field. This can be demonstrated through such activities as publications, assumption of leadership roles in organizations or government committees, invitations to present at conferences or workshops, the scholarship of engagement, or through other means.