

Evidence of Excellence Statements
Regular Title Series
Department of Epidemiology and Environmental Health

Tenure and Promotion to Associate Professor

Research and Scholarship: The successful candidate for promotion and tenure must demonstrate substantive, original, innovative intellectual contributions to the field through conduct and communication of research in appropriate venues. Demonstration of an ability to do collaborative research in a team setting is desirable. The candidate also must provide evidence of a long-term commitment to scholarly research and publication. Scholarly accomplishment will be measured by peer-reviewed publications and external research funding. It is important that scholarly independence and leadership are demonstrated, in addition to demonstration of collaborative research with colleagues. Multidisciplinary and interdisciplinary research and publication are encouraged, as are publications that contribute to the broad interdisciplinary fields of epidemiology and environmental health. Peer-reviewed original research publications in high-quality, high-impact scholarly journals will be given greatest weight. Evaluation by external reviewers is required for the promotion dossier.

Examples of evidence of excellence in research include the following:

- (i) First authored manuscripts in high-quality refereed journals
- (ii) Corresponding or senior authorship in high quality refereed journals
- (iii) Extramural funding to support scholarly research as principal investigator or multiple principal investigator
- (iv) Extramural funding to support collaborative research as co-investigator
- (v) Awards, invitations, or other formal acknowledgements by peers at regional and national levels
- (vi) Peer-reviewed presentation of research at regional and national meetings
- (vii) Invited presentations/lectures at state, regional, and national meetings
- (viii) Invited presentations/lectures at other universities
- (ix) Editorial or written contributions to textbooks or other edited volumes
- (x) Participation in multidisciplinary research, i.e., team science

Although not required, community-engaged research is a recognized and valued method for scholarly research. Examples of evidence of excellence in community-engaged research include the following:

- (xi) Collaborating in community-engaged or community participatory research.
- (xii) Develops and sustains translational research, community-engaged or community-based participatory research, projects, and/or partnerships that demonstrate a significant impact on the field or community.
- (xiii) Leads the development or sustainment of regional or national community-engaged or community participatory research and/or interprofessional or multidisciplinary programs, projects, and/or partnerships that improve health, particularly those at the regional or national level.

Teaching: The successful candidate for promotion to Associate Professor with tenure will have demonstrated a continuous record of excellent and effective teaching, as well as directing student research through independent studies, capstones, theses, and/or dissertations. Teaching expertise in small classroom or seminar settings, larger lectures, and/or online and hybrid settings is desirable. Formal and informal advising also are considered essential teaching

activities. The teaching assessment will include a review of the candidate's quantitative and qualitative teaching evaluations as submitted by students each semester, along with other student ratings and comments and an evaluation of additional components of the teaching portfolio. The teaching portfolio should contain a teaching philosophy statement, course syllabi and materials, letters from current and former students, departmental-, college-, or university-level teaching awards, and other materials that may attest to the candidate's teaching effectiveness.

Examples of evidence of excellence in teaching include but are not limited to the following:

- (i) Teaching evaluations reflecting a level of high-quality instruction as evidenced by student evaluations, especially with regard to the faculty member's knowledge of the content and effective teaching
- (ii) Peer review of teaching activities, as conducted by colleagues and other appropriate evaluators
- (iii) When applicable, evidence of effective teaching in other colleges, e.g., Colleges of Pharmacy, Nursing, or Medicine
- (iv) Awards for teaching at the college and/or university level(s)
- (v) Refereed teaching publications, preferably those that are first authored
- (vi) Development of new courses and/or innovative teaching materials
- (vii) Membership on student mentorship/advising committees, including but not limited to directing or co-directing high quality undergraduate research and/or master's or doctoral level committees (especially those that result in refereed publications or other products indicating excellence)
- (viii) Student placement in jobs after graduation
- (ix) External or competitive internal funding to support teaching/learning projects

Service: The efficient and productive functioning of centers and institutes, departments, colleges, universities, and professional organizations is the net product of collaborative effort by all unit members. Active and contributive service on departmental, college, research center, and university committees, as well as participation in academic and professional organizations, is expected and is considered demonstrative of one's contribution to the academic community and to the public constituency of the University. Engagement with policy, practice, and/or community stakeholders toward the communication and translation of research to inform real-world decisions is further evidence of a commitment to service beyond the University. Examples of evidence of excellence in service include:

- (i) Membership on standing departmental, research centers, college, or university committees
- (ii) Membership on the committees of professional organizations at the regional and/or national level, especially those with a focus in epidemiology and/or environmental health
- (iii) Membership on review panels for intramural and extramural funding agencies
- (iv) Regular reviewing of manuscripts in high quality journals
- (v) Service on a journal editorial board
- (vi) Serving as program chair or in a comparable position at a regional/national meeting
- (vii) Serving as consultant at the regional/national/international level
- (viii) Contributing in a significant way toward improving the quality of public health practice, as well as practice in epidemiology and/or environmental health
- (ix) Translation and dissemination of news and research findings to practice, policy, and lay audiences via briefs, webinars, newsletters, and/or other relevant channels
- (x) Participation in community or professional education

- (xi) Service on governmental or technical committees
- (xii) Participation in community, state, or national health or community or environmental health assessments

Promotion to Professor

Promotion to the status of professor requires a faculty member to be recognized by peers nationally and internationally as having achieved a distinguished research and scholarship record in their chosen discipline. The candidate must continue to uphold the standards of productivity and excellence in research that are expected for promotion and tenure. The prospect of future contributions also will be considered. The candidate is expected to direct doctoral capstones/dissertations and to provide support for graduate students as appropriate. Where appropriate, the candidate is expected to contribute to curriculum development, innovative approaches to existing courses, or educational outreach. Published introductory textbooks are considered to be contributions to educational outreach and service to the professional community. A continued track record of external funding is expected. The candidate is expected to contribute significantly to the functioning of the department and provide a high level of service to the college, university, and the larger community, as well as to their discipline. Evidence of excellence for promotion to professor aligns with evidence for promotion from the associate professor level, except where the bar for excellence has been raised as indicated below.

Examples of evidence of excellent in Research include:

- (i) Demonstration of a continued record of external research funding to support scholarly research
- (ii) Participation in collaborative research as co-investigator or Core Director
- (iii) Lead a component of an extramurally funded large grant
- (iv) Secure multi-year extramural funding for a research center or institute
- (v) Submit publications that are cited frequently

Examples of evidence of excellence in Teaching include:

- (i) Direct master's and doctoral projects, especially those that result in refereed publications
- (ii) Receive a teaching award at the college or university level
- (iii) Write new, innovative curricula
- (iv) Secure extramural funding to train or support graduate students

Examples of evidence of excellence in Service include:

- (i) Election to an office within a national or international society within their field
- (ii) Editor or Associate editor of a high-quality journal
- (iii) Member of a standing grant review committee at the national level
- (iv) Service in an administrative leadership role at the college or university level, such as serving as an officer on the Faculty Senate; Chair of dean reviews, on area committees, Institutional Review Boards, or other substantive roles on university-level committees
- (v) Service on major public state, regional, or national boards or councils, especially (though not exclusively) those that align with the faculty member's field and department
- (vi) Service on faculty mentorship committees

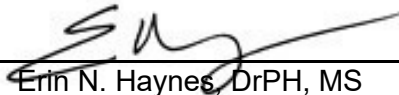
Guidelines for Full Professors

Full professors are expected to maintain the standards of productivity and excellence in teaching, research, and service required for promotion to the rank of professor. They are

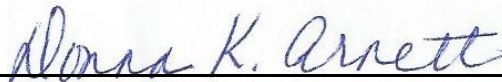
expected to mentor and support faculty development at all ranks. Continued external funding is highly desirable. Full professors are expected to continue to contribute significantly to the functioning of the department, college, and university and to provide leadership and support for faculty and students alike. They are expected to promote the reputation of the department not only in the University, but also in the national and international scholarly, research, and service community.

Appointment or promotion to the rank of Professor is in recognition of attainment rather than length of service.

SIGNATURES OF APPROVAL



Erin N. Haynes, DrPH, MS
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Donna K. Arnett, PhD
Dean, College of Public Health