

Department of Health Policy and Management
Expectations for Promotion

October 10, 2008

Research performance expectations for Tenure Track Faculty in HPM, by rank

Rank	SPH Expectations	HPM Expectations		HPM Expectations		HPM Expectations	
		Research Funding Support		Dissemination			Impact
		Funding	% Salary Coverage	Publications	Presentations		
Assistant (typically 5 years before the review for promotion)	By the end of 5 years as an Assistant Professor, the candidate will have research productivity that has, or is likely to, improve health through independent scholarship.	By the end of 5 years as an Assistant Professor, the faculty member will have received funding as PI or co-Investigator on at least one project from the federal government, foundation, or private sector. This may include: <ul style="list-style-type: none"> - Investigator-initiated grants or contracts - Sponsor-initiated grants or contracts - Career Development Awards (Individual or Institutional) 	Average of 40-60% by grants, contracts, etc. in the last 3 years before the tenure review.	<ul style="list-style-type: none"> - 3-4 per year in high-quality journals as judged by disciplinary standards (18-22 total when considered for promotion) - 20-50% as first author 	1-2 per year (5-10 by the end of 5 years)		
Associate (typically 5 years after becoming associate professor)	By the end of 5 years as an Associate Professor, the candidate will have a national reputation for sustained research productivity that has enabled advancement in public health or in the science or practice of a discipline.	By the end of 5 years as an Associate Professor, the faculty member will have received funding as PI or co-Investigator on at least one project from the federal government, foundation, or private sector. This may include: <ul style="list-style-type: none"> - Investigator-initiated grants or contracts - Sponsor-initiated grants or contracts 	40-60% by grants, contracts, etc.	<ul style="list-style-type: none"> - 4-5 per year in high-quality journals as judged by disciplinary standards (40-50 total when considered for promotion) - 20-50% as first author and increased publications with mentees 	1-2 per year (5-10 during the most recent 5 years) and increased presentations with mentees.		
Full [†]	During each 5 years as a Professor, the candidate will have a national and international reputation for sustained research productivity that has enabled advancement in public health or in the science or practice of a discipline.	During each 5 years as a Professor, the faculty member will have received funding as PI or co-Investigator on at least one project from the federal government, foundation, private sector. This may include: <ul style="list-style-type: none"> - Investigator-initiated grants or contracts - Sponsor-initiated grants or contracts 	50-60% by grants, contracts, etc.	<ul style="list-style-type: none"> - 4-5 per year in high-quality journals as judged by disciplinary standards (50-70 total when considered for promotion) - 20-50% as first or senior author and increased publications with mentees 			

[†] First post-tenure review after 5 years. Subsequent expectations negotiated at the discretion of the Chair depending on other responsibilities.

Fixed Term *Clinical*

Rank	SPH Expectations	HPM Expectations			HPM Expectations				HPM Expectations
		Research Funding Support			Dissemination				Impact
		Number Grants	Source	% Salary	Number Pubs	Authorship	Journal Characteristics	Presentations	
	<p><i>Teaching:</i> Fulfilling important teaching needs of the department and/or the school. High-quality teaching must be achieved. Must meet criteria in Section V.A. of TP Manual</p> <p><i>Practice:</i> Fulfilling important practice needs of the department and/or school. Must meet criteria in Section V.C of TP Manual.</p>	None		None	One per year	Papers about teaching methods, book chapters, presentations, reports etc. evaluated according to SPH teaching guidelines.		Minimum 1 presentation per year (at a professional association meeting, as a guest lecturer, within the community, etc.)	
Assistant		None	NA	None	As above	As above	NA	As above	
Associate		None	NA	None	As above	As above	NA	As above	
Full		None	NA	None	As above	As above	NA	As above	

Fixed Term *Research*

Rank	SPH Expectations	HPM Expectations			HPM Expectations				HPM Expectations
		Research Funding Support			Dissemination				Impact
		Number Grants	Source	% Salary	Number Pubs [†]	Authorship	Journal Characteristics	Presentations	
<i>Research</i>	Consistent record of providing important research services to the department and/or school. Co-PI role: <ul style="list-style-type: none"> • Help write proposals. • Assist in research. • Assist in papers, etc. PI: role: <ul style="list-style-type: none"> • Similar to tenure-track 								
Assistant		PI or Co-PI investigator on one or more grants	Federal R01 or R03, foundation grant, contract	100% by grants/contract	4-5 per year 40-50 by the end of 5 years	NA	High quality journals judged by discipline standards	1-2 per year 5-10 by the end of 5 years	
Associate		Continuously PI or Co-PI on one or more grants	Federal R01 or R03, foundation grant, contract	100% by grants/contract	25-30 5-6 / yr (50-60 cum)	NA	High quality journals judged by discipline standards, chapters, books	1-2 per year 5-10 by the end of 5 years	
Full		Continuously PI or Co-PI on one or more grants	Federal R01 or R03, foundation grant, contract	100% by grants/contract	4-5 per yr. 50-70 by the end of 5 years	NA	As for Associate Professor	1-2 per year 10-20 by the end of 5 years	

[†] Negotiated at the discretion of the Chair. Teaching one 3-credit hour course is equivalent to one research publication in high impact journal.

Excellence in creation of new knowledge is assessed in the SPH by the following criteria

Quality:	<ol style="list-style-type: none">1. The research area is judged by others to be important relative to the faculty member's discipline or the health of the public.2. Research attributable to the faculty member represents a contribution moving a discipline forward. For collaborations, the portion of the work attributable to the investigator represents a major contribution moving a discipline forward.3. Publications in high quality, high impact journals with documentation that publications have impact by reference to a citation index.4. Presentations with high impact. Contributions to policy and program design.5. Evidence that the research has stimulated the work of other researchers or provided new breakthroughs in the field.6. Independent judgment of recognized experts concerning the quality and impact of the research.7. Awards received in recognition of outstanding research.8. Election or appointment to leadership positions of national and international scientific organizations in recognition of outstanding research accomplishments.9. Selection as editor or reviewer for scientific publications and grant evaluations.10. Appointments to serve on scientific review or advisory committees which are based on research accomplishments.11. Ability to procure research funding, especially peer-reviewed funding.
Innovation	<ol style="list-style-type: none">12. Identification of new areas or application of new methods or approaches in research that address the health of the public.13. Ability to incorporate new developments in the discipline and transfer knowledge and techniques to current problems influencing the health of the public.
Responsiveness / Collaboration	<ol style="list-style-type: none">14. Evidence of capacity to sustain and build relationships and teams.15. Engagement in collaborative research.16. Contributions to departmental and school missions.
Support Structure	<ol style="list-style-type: none">17. Contributions to research support structures of the department and school.18. Advancement of a research enterprise through service on panels, mentoring, etc.19. Leadership in the design, delivery, and evaluation of research that catalyzes others to achieve their maximum potential.

HPM Teaching and Mentoring¹ Expectations	
Tenure Track Faculty	<p style="text-align: center;">Classroom Teaching</p> <p>A standard course load for tenure track faculty is 5 courses per year. The following exceptions are available at the Chair's discretion, with the expectation that everyone teaches a minimum of one course/year:</p> <ol style="list-style-type: none"> 1. Reduction of 1 class per each 20% of salary covered from outside sources. 2. Reduction of 1 class for major administrative duties (program heads, etc.) 3. Release time for tenure track assistant professors to further develop their research agenda and funding during the first 2 years. Teaching load for tenure track assistant professors will vary from 1-2 courses per year. 4. Reduction in course load for other reasons (at the Chair's discretion).
	<p style="text-align: center;">Mentoring/Advising</p> <ol style="list-style-type: none"> 1. All tenure track faculty are expected to serve as academic advisors to doctoral, master's and/or bachelor degree students. Faculty members are assigned general advisee students at the beginning of the student's first year of enrollment, but students may change advisors during the program. 2. All tenure track faculty are expected to serve as committee chairs and committee members to doctoral and master's degree students, as mutually agreeable. A reduction in number of general academic advisees may be allowed based upon the number of dissertation/master's paper committees the faculty member is chairing or serving on.
Clinical Faculty	<p style="text-align: center;">Classroom Teaching</p> <p>A standard course load for full-time clinical track faculty is 5 courses per year. The following exceptions are available at the Chair's discretion:</p> <ol style="list-style-type: none"> 1. Reduction of 1 class for major administrative duties (program heads, etc.) 2. Reduction in course load for other reasons (at the Chair's discretion).
	<p style="text-align: center;">Mentoring/Advising</p> <ol style="list-style-type: none"> 1. All full-time clinical track faculty are expected to be an academic advisor to doctoral, master's and bachelor degree students. Faculty members are assigned general advisee students at the beginning of the student's first year of enrollment. Students may change advisors during the program. 2. All full-time clinical track faculty are expected to serve as committee chairs and committee members to doctoral and master's degree students, as mutually agreeable. A reduction in number of general academic advisees may be allowed based upon the number of dissertation/master's paper committees the faculty member is chairing or serving on.

Research Faculty	<p style="text-align: center;">Classroom Teaching</p> <p>A standard course load for full-time research track faculty may be one course per year. The following exceptions are available at the Chair's discretion:</p> <ol style="list-style-type: none"> 1. Reduction of one class for major administrative duties (program heads, etc.) 2. Reduction in course load for other reasons (at the Chair's discretion). <hr/> <p style="text-align: center;">Mentoring/Advising</p> <ol style="list-style-type: none"> 1. All full-time research track faculty are expected to be academic advisor to doctoral, master's and bachelor degree students. Faculty members are assigned general advisee students at the beginning of the student's first year of enrollment. Students may change advisors during the program. 2. All full-time research track faculty are expected to serve as committee chairs and committee members to doctoral and master's degree students, as mutually agreeable. A reduction in number of general academic advisees may be allowed based upon the number of dissertation/master's paper committees the faculty member is chairing or serving on.
All Faculty	<p style="text-align: center;">Teaching Quality</p> <p>Teaching quality is evaluated by two different mechanisms: Student Reviews and Peer Reviews.</p> <p>Student Reviews. The department has recently converted to an online system for students to evaluate their courses at the end of each semester. As the system is in its early stages, norms are still being established. The Chair discusses the results with faculty members during their annual review and where deficiencies are perceived, goals are set for the coming year. These are reviewed during the subsequent annual review. Results of student reviews may also be used by faculty for purposes of continuous quality improvement in teaching.</p> <p>Peer Reviews. Each faculty member is peer reviewed as per the school and department guidelines. The resulting document is reviewed by the Chair and where deficiencies have been identified, goals are set to overcome problems. Results of peer review may also be used by faculty for purposes of continuous quality improvement in teaching.</p>

¹ See also "HPM Mentoring Guidelines 2006"

Appointment, Promotion and Tenure Policies

From the SPH APT Manual

September 2008

D. Service

Each faculty member derives benefits from the community of scholars and from the local, state, and national communities in which our enterprise is embedded. Accordingly each faculty member has a responsibility to work to the benefit of other members of these broader communities. Professional service, i.e., service to the scholarly community, occurs in various arenas: the School of Public Health, the University, institutions specific to a discipline, at the local, state, and national levels. Similarly public service may also occur with communities, governments, or organizations at the local, state, national, and international levels.

Professional service includes but is not limited to service on departmental, school, and university committees, leadership in professional organizations, reviewing manuscripts and other editorial endeavors, and review of faculty who are being considered for advancement at other institutions. Public service involves the faculty member in service to the broader community at the local, state, national, and international levels in cases where this involvement builds upon the faculty member's expertise. Service on panels and commissions, testimony before legislative bodies, and consultations to public agencies are some examples. Community involvement such as service on your child's PTA or leadership in a civic or religious organization, while laudable, is not considered public service for purposes of appointment, promotion, and tenure decisions.

All tenure-track faculty must share in the work necessary to maintain the operation of the School. Furthermore, faculty are expected to contribute to the growth of the School through efforts that are aimed at improving programs and facilities. Faculty are also expected to contribute to the maintenance and growth of their profession. Finally, faculty are encouraged to serve the community at large in a professional capacity that enhances the stature of the University and provides benefits to broader society.

Examples of professional service activities related to the University, the profession, and public service to the broader professional community include:

1. Mentoring junior faculty.
2. Membership on committees of the department, School, University, or within the profession.
3. Other contributions to faculty governance (e.g. conducting special studies for the department, School, or University).
4. Serving in an administrative capacity for the department, School, center, or University (e.g., Department Chair, Deputy Chair, Dean, Associate Dean, Center Director).
5. Membership in, or leadership of, a professional organization.
6. Serving as an editor or on the editorial board of a professional journal.
7. Reviewing manuscripts for professional journals.
8. Participation or consultation to an accreditation or other educational review board (e.g., membership in a CEPH site visit team).

Examples of public service activities to the community, state, nation, or world include the following:

1. Membership on or leadership of public boards, commissions, or panels where the appointment is based on the faculty member's professional expertise.
2. Consultations with local communities, states, or nations or organizations where such consultation is requested because of the faculty member's professional expertise.
3. Supervision of student projects in communities and organizations where a primary result of the project was a benefit to the client organization.
4. Testimony before boards, commissions, or government bodies where such testimony is directly related to the faculty member's professional expertise.
5. Preparation of studies, reports, surveys, or analyses, which were responsive to requests from community organizations or governmental bodies.
6. Acting as a resource to community organizations or governmental bodies to assist in networking with other experts or locating information sources requested by these organizations.