

## **Performance Expectations for Tenure-Track Faculty Relating to Promotion and Tenure**

Department of Occupational and Environmental Health  
College of Public Health  
The University of Iowa

*Note: This document was adopted by consensus at the April 29, 2005 departmental faculty meeting and modified in response to the Associate Provost's suggestions on September 2, 2005. It is intended to be used as a set of guidelines only. Section 3.2.1 of this document was revised at the May 18, 2012 departmental faculty meeting.*

### Criteria for Promotion:

As stated in the University operations manual:

“The criteria for promotions include teaching, research, and other professional contributions. Since teaching and research are the central functions of the faculty, other professional contributions are considered subsidiary to these fundamental tasks. The length of service, whether long or short, does not constitute, of itself, a qualification for promotion nor the sole justification for the denial of same.”

The general qualifications for faculty appointment at (or promotion to) specific ranks stated in the operations manual are:

#### “b. Associate Professor.

- (1) Convincing evidence that the candidate is an effective teacher of, as appropriate, undergraduate, graduate, postdoctoral, and professional students.
- (2) Demonstration of ... scholarly achievement supported by substantial publications ... of high quality, as appropriate to the discipline(s).
- (3) Departmental, collegiate, and/or University service and, if appropriate, professional service will be expected at an appropriate level.
- (4) The quality and quantity of teaching, scholarly/artistic accomplishment, and service should give unmistakable promise of promotion to full professor.

#### c. Professor.

- (1) Consistent record of high-quality teaching at all appropriate instructional levels, including successful guidance of doctoral graduate students to the completion of their degree programs, where applicable.
- (2) Continued artistic or scholarly achievement of high quality, accompanied by unmistakable evidence that the candidate is a nationally and, where applicable, internationally recognized scholar or creative artist in the chosen field.

- (3) The candidate should have a record of significant and effective service to the department, college, and/or the University and, if appropriate, to the profession.”

In short, promotion and tenure decisions are to be based on a record of achievement in teaching, research, and service. Of course, the specific elements of performance in teaching, research, and service that reflect a level of achievement worthy of promotion are subjective, and any evaluation process must be sufficiently flexible to encompass differences across faculty in disciplinary training, teaching assignments, and research expertise.

### Performance Expectations:

#### *Teaching:*

1. General criteria as stated in the operations manual:

“The prime requisites for an effective teacher are intellectual competence, integrity, and independence; a willingness to consider suggestions and to cooperate in teaching activities; a spirit of scholarly inquiry which leads to the development and strengthening of course content in the light of developments in the area of interest, as well as to improve methods of presenting material; a vital interest in teaching and working with students and, above all, the ability to stimulate their intellectual interest and enthusiasm. The quality of teaching is admittedly difficult to evaluate. This evaluation is so important, however, that recommendations for promotion should include evidence drawn from such sources as the collective judgment of students, of student counselors and of colleagues who have visited the individual classes or who have been closely associated with the person's teaching as supervisor or in some other capacity, or who have taught the same students in subsequent courses. Academic counseling or advising of students should be recognized as an important component of the teaching process, and due credit should be given to faculty members who exert an unusual effort in this function.”

2. Measures of teaching performance for Occupational and Environmental Health include:
  - 2.1. Favorable student evaluations, both numerical and open-ended comments
  - 2.2. Favorable peer evaluations of teaching
  - 2.3. Receipt of teaching awards or other recognition of teaching excellence
  - 2.4. Successful mentoring of student and post doctoral research
    - 2.4.1. Candidates for promotion to the rank of associate professor with tenure should contribute to mentoring student and post doctoral training and research, including activities such as:
      - 2.4.1.1. Advising and training
      - 2.4.1.2. Serving on or chairing dissertation and thesis committees
      - 2.4.1.3. Directing internships, externships, and practica
      - 2.4.1.4. Mentoring presentations and publications

- 2.4.2. Candidates for promotion from associate professor to full professor, should participate in the activities listed above and are expected to have chaired doctoral committees.

*Research:*

1. General criteria as stated in the operations manual:

“[P]ublications in media of quality are expected as evidence of scholarly interest pursued independently of supervision or direction. ... Quality of production is considered more important than mere quantity. Significant evidence of scholarly merit may be either in a single work of considerable importance or a series of studies constituting a general program of worthwhile research. The candidate should pursue a definite, continuing program of studies, investigations or creative works.”

2. The Occupational and Environmental Health faculty are diverse in terms of their disciplinary backgrounds and research focus areas. Because of this diversity, indicators for quality are similarly diverse.
3. In view of the diversity of our field, any quantitative measures of performance will by nature be more suggestive rather than prescriptive for any individual. Nonetheless, it is useful to provide some general guidance for key indicators of research performance for Occupational and Environmental Health:

- 3.1. Scholarly reputation

- 3.1.1. One important measure of performance in research is a national or international reputation for advancing the state of knowledge in the field (“the candidate is a nationally and, where applicable, internationally recognized scholar ... in the chosen field”).

- 3.2. Peer-reviewed publications:

- 3.2.1. Typically, one would expect faculty in Occupational and Environmental Health to publish 2 to 4 peer-reviewed publications per year where the faculty member is senior author (as defined within the field) on one-third or more, with the majority of these papers appearing in journals referenced in the National Center for Biotechnology Information, PubMed database.

- 3.2.1.1. For candidates for promotion to associate professor with tenure, this means that in most cases the candidate should typically have had 15-20 papers published (or accepted for publication) during his/her probationary period.

- 3.2.1.1.1. Candidates with post-doctoral research experience prior to their appointment at The University of Iowa, either as a post-doc or as faculty elsewhere, often will have had papers published during that period.

- 3.2.1.1.2. While such prior publications add to the candidate’s overall body of research, publication of on average 2 or 4 papers per year during the probationary period at The University of Iowa usually would be necessary to provide evidence of an ongoing high level of research productivity required for promotion and (especially) tenure.

- 3.2.1.2. Most candidates for promotion from associate professor to full professor would normally be expected to have 40 published papers in quality peer-review journals, with evidence of an ongoing high level of research productivity.
  - 3.2.1.2.1. Evidence of publication impact could consist of quantitative measures such as the journal's impact factor score, citation frequency, published rankings of journal quality based on surveys of researchers in a particular area, or attestations of journal quality by external reviewers of the candidate's promotion/tenure dossier.
- 3.3. External reviewers:
  - 3.3.1. The intent of external promotion and tenure reviews is to provide an objective evaluation by individuals who are leading experts in the candidate's area of expertise. Therefore, as a general rule, evaluations by frequent coauthors, former thesis advisors, former colleagues, or close friends should be avoided.
- 3.4. Research funding:
  - 3.4.1. In most cases one would expect a candidate for promotion to associate professor with tenure to have externally funded grant or contract support as a principal investigator to demonstrate the likelihood of future support for the candidate's developing research agenda.
  - 3.4.2. Candidates for promotion from associate to full professor should have had several externally funded grants or contracts as a principal investigator.
  - 3.4.3. Activity as co-investigator of externally funded grants or as director of a center facility or core are additional measures of research support.
  - 3.4.4. Candidates for promotion to associate professor with tenure should demonstrate a trend toward meeting or exceeding departmental expectations regarding salary offsets from external research funding.
  - 3.4.5. Candidates for promotion from associate to full professor should consistently meet or exceed departmental expectations regarding salary offsets from external research funding.

*Service:*

1. General criteria as stated in the operations manual:
 

“From time to time, a faculty member is called upon to render major professional services to the University or to society in general. Such contributions should be evaluated in terms of the effectiveness with which the service is performed, its relation to the general welfare of the University and its effect on the development of the individual.”
2. Candidates for promotion to associate professor with tenure are expected to demonstrate a trend toward increasing service effort.
3. Candidates for promotion from associate to full professor should have a demonstrated record of achievement in service.
4. Examples of service performance for Occupational and Environmental Health may include:

- 4.1. Academic Service
  - 4.1.1. Service on editorial boards
  - 4.1.2. Peer review of scientific articles
  - 4.1.3. Service on a standing study section
  - 4.1.4. Service on ad-hoc review panels for federal agencies
  - 4.1.5. Service in some other form of the scientific peer-review grant process
  - 4.1.6. Service as an officer or board member of a relevant professional or not-for-profit organization
- 4.2. Participation in professional and community education
  - 4.2.1. Provide continuing education courses, traditional or via distance learning technology to professional, community, international audiences
- 4.3. Dissemination of news and information
  - 4.3.1. Production and distribution of specialty newsletters
  - 4.3.2. Contribution of articles or columns to non-academic publications
- 4.4. Work to inform and strengthen public policy
  - 4.4.1. Conduct conferences related to public policy and analysis
  - 4.4.2. Service on a governmental technical committee
- 4.5. Provide consultation and technical assistance in occupational and environmental health
  - 4.5.1. Provision of fee-for-service consultation through WorkSafe Iowa
  - 4.5.2. Provision of technical assistance to local/state/regional entities
- 4.6. Contribution of innovations or products that enhance the practice of occupational and environmental health