

Guidelines for Promotion and Tenure

Department of Health Studies

College of Arts and Sciences

American University

Effective: August 12, 2016

The Department of Health Studies (DHS) expects candidates for promotion and tenure to be demonstrably excellent scholars and teachers, and exemplars of meritorious service. A candidate who is unable to document impactful and sustained scholarship during the pre-tenure years will not be recommended for promotion to Associate Professor or tenure, even if his or her teaching record is excellent. Conversely, an excellent scholar who is an ineffective teacher will not be recommended for promotion or tenure.

In assessing a faculty member's achievements, the DHS is directed by the standards, timetables, and procedures for reappointments, promotion, and tenure as stipulated in the Faculty Manual, supplemented by instructions from the Dean of Faculty, the University Committee on Faculty Actions and the Dean of CAS.

The guidelines that follow are intended to assist faculty as they reflect on their development as scholars and teachers relative to reappointment, promotion and tenure. They are also intended to guide DHS's Rank and Tenure Committee (RTC) and Chair in fulfilling their responsibilities. These guidelines are only one of several resources for candidates to consult, particularly the university policy guidelines mentioned above.

The field of health studies embraces subfields that draw from several academic and professional disciplines. Thus, faculty research agendas and products are associated with different epistemologies, methodological regimens, and authorship styles and formats. Assessments of candidates' attainments must include evidence of commitment to, and mastery of, one or more of these different conventions.

Promotion to the rank of Professor is primarily the result of the faculty member's level of sustained and cumulative scholarly achievement, high-quality teaching, and exemplary service. Length of time in rank or at AU is not a factor in promotion to Professor, nor is the number of years taken to warrant consideration for promotion.

The following three sections delineate criteria currently in use to define and describe excellence in scholarship, teaching and service. As a general principle, faculty members are expected to achieve high quality performance in each area. Particular strength in one area cannot compensate for weak performance in another. In sum, the goals for reappointment, tenure and promotion must include excellence in all three areas.

Scholarship

Scholarship refers principally to the creation and dissemination of knowledge to audiences of scholars, which may include other researchers in a particular area, practicing health-related professionals, and interested parties among the general public. Because the criterion of excellence in scholarship is connotatively broad, it cannot be measured by a fixed number of publications. Thus, “excellence” in scholarship is measured by work that is significant in advancing a field of inquiry or discipline related to health studies.

DHS expects faculty working in fields that require external funding to secure a grant that supports their research agenda. DHS values the roles of PI and Co-investigator on grant.

Scholarship expectations can be met in several ways. The traditional norm in DHS is that faculty members should have published a significant body of work in refereed, scholarly journals to meet the standard. Other work such as book chapters or a textbook or a monograph may also be used as scholarship activities.

In the interest of clarity, the following comments are offered for guidance:

- Publishing in refereed, scholarly journals is considered the standard with metrics that provide the reach and impact of the work. Both the number of papers and quality of the journals will be considered during the review.
- Publishing in online journals will be considered if the editorial and refereeing processes are demonstratively commensurate with established disciplinary standards.
- Refereed book chapters are more highly weighted than invited book chapters, however book chapters that present original research would be more valued than general refereed book chapters.
- Invited articles and edited collections are valued but the weights credited will vary. The former may attest to the stature of a scholar and will be considered in the context of the invitation.
- An edited collection of original scholarship could represent an expansion of established knowledge and would be valued as such, whereas an edited collection of previously published scholarship or conference proceedings would carry a lesser value.
- Other types of publications, such as chapters in edited collections, non-refereed journals, substantive encyclopedia entries and research reports, are valued but generally less so than refereed journal articles and books.
- Abstracts on their own are not counted as scholarship nor are conference presentation, although both may be helpful indication of active involvement in the field.
- Professional honors or awards for scholarship do serve as evidence of scholarship, as do keynote presentations at scholarly venues and events.

Styles of authorship vary across the many specialized subfields within Health Studies. The range of standard usage makes it imperative that candidates detail the nature of the applicable convention relative to his or her contributions. In many subfields, first or single-authored publications carry the most weight. Further, in some fields, last author publications are weighted more heavily and may be a sign of effective mentorship. It is the responsibility of the faculty member to provide information about the normative practices regarding the listing of authors in her/his subfield.

The *Faculty Manual* stipulates that, “The University shall base its assessment of a faculty member’s achievements on the aggregate productivity and impact of the work since degree completion, including evidence that the faculty member is productive at AU” (Section 10(b)). Accordingly, when a faculty member is evaluated for reappointment, promotion and tenure, her/his publication record prior to joining the DHS faculty is considered but more weight is given to the work completed at AU.

Assessment of the impact of a faculty member’s scholarship through quantitative indicators, such as impact factors, “h-index,” the direct citation of articles, or download of articles may be used by DHS. Other methods of demonstrating impact (but not all methods are required at once) include direct citation, acceptance rates, views and downloads, documentation of a peer adopting an innovation or practice, invitations to speak or engage in further scholarly activity because of previous publications or activities, mentions in social media, high attendance counts at presentations, etc.

In addition to impact factors, DHS may rely on multiple measures, and values external assessments by established scholars who do not have personal or professional relations with the candidates under review. Such evaluations are required during review for tenure and promotion as determined by the *Faculty Manual*, the Dean of Faculty, the Committee on Faculty Actions and the Dean of CAS.

Excellence in scholarship requires a sustained record of impactful, knowledge-expanding scholarly publications and, as noted in the *Faculty Manual*, evidence of “the likelihood of continued successful achievements.” Indicators of a well-grounded **future** research trajectory include grant submission under review, articles under review at peer-reviewed journals, contracted book manuscripts and other works-in-progress, and peer-reviewed presentations at academic and professional conferences. Published scholarly works consist of scholarship that has been submitted and accepted in final form and scheduled for publication. Work under review, even if revised and resubmitted, does not constitute publication. Publication contracts or submitted work under review do not count toward published work but rather as indicators of one’s scholarly trajectory.

Promotion to Full Professor

To be promoted to Professor, faculty members must demonstrate a continuing and sustained record of outstanding scholarship. This typically includes a body of publications in refereed, scholarly journals that demonstrate the faculty member as an expert in their respective field. This body of work represents, in scope, significance, and scholarly rigor, an achievement such as a significant body of high-quality articles in refereed, scholarly journals important to the candidate’s field; or another set of publications, such as multiple edited works or other productions that involve substantial contributions to the field of inquiry. Other activities appropriate to a senior scholar may include but are not limited to refereed chapters, scholarly refereed presentations, sponsored research, training grants and contracts, or equivalents.

Teaching

The University’s commitment to the scholar-teacher ideal requires demonstrated evidence that excellence is achieved in both teaching and research. Teaching encompasses a variety of instructional

activities including classroom instruction, engaging individual learners using diverse methods, and working proactively to reach audiences in formal and informal settings. Achieving and maintaining a superior level of achievement in teaching and, more broadly, in a wide spectrum of instructional activities, is a prerequisite for reappointment, promotion, and tenure in DHS.

The evaluation of teaching must be accompanied by the entire portfolio of teaching and instruction-related activities and accomplishments. Such a portfolio would include the following:

- ITS scores, detailed in both absolute and relative contexts to the unit, college and university are expected. However, even a carefully detailed compilation of ITS scores is not sufficient.
- Evidence that courses taught are well-organized and rigorous. Evidence of these constructs can be seen through review of syllabi, class handouts, assignments, and exams. Finally, evidence to understand how students acquire and demonstrate the knowledge and skills described in course syllabi.
- Further evidence of exemplary teaching should be demonstrated through curriculum development activities, new course development, service to the education and related professions in advancing educational practice, publications and presentations about the practice of teaching, and the innovative use of technology in course and other instructional activities.
- There is an expectation that faculty members will actively seek peer support and advice through regular class observations. While such observation should normally be undertaken by tenured faculty members, faculty members may also seek guidance from faculty associated with the Center for Research, Teaching and Learning, and from those with technical expertise in educational technology.
- Evidence of instructional activities beyond courses taught is evaluated in assessing a faculty member's overall teaching effectiveness. Examples of such activities include student advising, supervising independent studies, systematic initiatives to encourage student research, including awards received by students mentored, student presentations at scholarly conferences, and supporting students to be published authors. Student advising is an essential component of a successful educational experience for all students, and engagement in advising is further evidence of a faculty member's commitment to teaching. Student advising may be included as teaching or service, or both, depending on specific contexts. In general, activities that promote interaction between student life and the academic environment are valued.
- DHS also considers new curricular initiatives, the development of online courses, and the introduction of new instructional modalities and the supervision of internships to be evidence of a commitment to excellence in teaching.
- Membership on dissertation and thesis committees, in DHS as well as in other teaching units at the University and elsewhere is also encouraged, and should be noted by the faculty member.

Promotion to Full Professor

Those seeking promotion to Professor must exhibit a continued commitment to teaching excellence as described above. Promotion from Associate Professor to Professor must be based on evidence of

continued growth as a teacher, demonstrated, for example, by the development of new courses and programs, revision of existing courses, and the introduction of new pedagogies and instructional strategies, among other activities that may include:

Service

Service embraces a broad range of activities that may occur on many levels within and beyond the University. All academic units depend on faculty service. Indeed, rights and privileges associated with faculty membership evoke a responsibility for service. Accordingly, a record of consistent and engaged service to DHS, CAS, AU, and professional and community organizations is expected for a favorable promotion and tenure decision. Such activities may include participation in standing and *ad hoc* committees, participation in important DHS-sponsored events, service to scholarly and professional associations, educational institutions and professionals, and to local, national and international communities.

The nature and mission of DHS elicit a broad range of activities in which faculty engage in service to diverse professional organizations. DHS faculty may work with a number of diverse health institutions, community organizations, and serve on advisory and editorial boards that serve professional communities. Appointment or election to participate in such activities is an expression of the regard in which one is held by members of those communities. DHS evaluates a faculty member's consistent service to professional and scholarly associations through a range of indicators. These include: election to office in professional and learned societies; holding positions of responsibility (invited or elected) on professional committees; participation on grant review panels; organizing or participating in professional conferences; serving on editorial boards of scholarly journals; refereeing works by scholars submitted for publication; editing scholarly journals; and maintaining active membership in professional and learned societies.

The relative weight credited to service depends on the nature, context and function of the services themselves. It is important to note that while American University is committed to service to community in its broadest sense, the *Faculty Manual* states that, "service beyond the university cannot substitute for a service contribution to the university" (Section 10(c)(ii)).

DHS recognizes that expectations associated with research and teaching limit the DHS and University demands that should be made on pre-tenure faculty. Accordingly, the DHS expects that tenured faculty provide significantly more service than pre-tenure faculty. Committee assignments and other service-associated activities must typically be adjusted to reasonable amounts commensurate with a faculty member's years in service and progress toward reappointment, promotion and tenure. Pre-tenure faculty should consult with their DHS mentor, faculty colleagues, and the chair of the RTC to ensure that service activity in and beyond the University will not constrain opportunities to satisfy expectations for scholarly research, publication, and teaching. Although some record of service is expected of all, it does not provide sufficient basis for reappointment, tenure or promotion in the absence of satisfactory performance in teaching and research/publication, as specified above.

Promotion to Full Professor

To merit promotion to the rank of Professor, a candidate must have a record of active and constructive contributions to faculty governance at all levels of the university community, a strong record of mentoring early career faculty, and evidence of outstanding performance in professional service to scholarly and professional communities.