



TENURE UNIT STANDARD ROUTING SHEET

In support of the following academic policy statements, tenure unit performance standards will be maintained and made publicly available by the Office of the Provost's Faculty Records Team. Per policy, each of these sets of standards will be reviewed every five (5) years, submitted to the Office of the Provost using this routing form for all signatures.

- APS [900417](#), Faculty Reappointment, Tenure, and Promotion of Tenured and Tenure-Track Faculty
- APS [980204](#), Performance Evaluation of Tenured Faculty (Post-Tenure Review)
- APS [820317](#), The Faculty Evaluation System of Tenured and Tenure-Track Faculty

Please note the following:

- Use a separate routing sheet for each set of tenure unit standards.
- Submit files in portable document format (PDF) only.
- Ensure the set of standards being submitted **have been approved** by the tenure unit **and** college dean.

Tenure Unit: PUBLIC HEALTH

College/Unit:

- | | | | | |
|-------------------------------|-------------------------------|--|--------------------------------|------------------------------|
| <input type="checkbox"/> CAM | <input type="checkbox"/> COCJ | <input type="checkbox"/> CHSS | <input type="checkbox"/> COM | <input type="checkbox"/> NGL |
| <input type="checkbox"/> COBA | <input type="checkbox"/> COE | <input checked="" type="checkbox"/> COHS | <input type="checkbox"/> COSET | |

Standard:

- Promotion and Tenure
 Post-Tenure Review
 Faculty Evaluation System (FES)

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Ray Newman PhD

 Department Chair

ER

 Emily Roper (Dec 2, 2022 11:22 CST)
 College Dean

 Provost & Sr. VP for Academic Affairs



**COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF PUBLIC HEALTH
CRITERIA AND STANDARDS FOR TENURE AND PROMOTION
REVISED: FALL 2022**

Preface: The purpose of this document is to provide Assistant and Associate Professors in the Department of Public Health with a set of clear standards and criteria for the award of tenure and/or promotion. The standards in this document were established by the Public Health faculty and are consistent with, and subservient to SHSU Academic Policy 900417, the Texas State University System Rules and Regulations, and the College of Health Sciences Standards for Tenure and Promotion. Each faculty member in the Department of Public Health is expected to demonstrate excellence in the areas of scholarship, teaching, and service. The document includes the COHS Standards for Tenure and Promotion in italicized text for each area of review, followed by the Department of Public Health Criteria and Standards for Tenure and Promotion. The Department of Public Health faculty will review and revise this document every three to five years, or as deemed necessary by the faculty and/or Chair in the department.

COHS Criteria and Standards for Award of Tenure and Promotion to Associate Professor

The standards for tenure and promotion in the College of Health Sciences (COHS) at Sam Houston State University (SHSU) reflect a commitment to academic excellence. Each faculty member in the COHS is expected to demonstrate excellence in the areas of scholarship, teaching, and service. The standards set forth in this document are consistent with, and subservient, to SHSU Academic Policy 900417, and the Texas State University System Rules and Regulations.

*There are four academic units in the COHS: (a) the Department of Human Sciences, (b) the Department of Kinesiology, (c) the Department of Public Health, and (d) the School of Nursing. **Each unit is responsible for application of the criteria and standards for promotion and/or tenure.** Application of the criteria and standards must be consistent with prevailing standards of excellence in each of the unit's respective disciplines. The Departmental Promotion and Tenure Committee (DPTAC) conducts the evaluation of a candidate's portfolio. The DPTAC is established according to SHSU Academic Policy 900417. In order for tenure and/or promotion to be awarded, the candidate must have demonstrated a commitment to academic excellence, and there must be reasonable expectation that the candidate will continue to meet the standards set forth by SHSU and COHS Tenure and Promotion Guidelines.*

The tenure and promotion materials of Assistant professors in the four academic units of the COHS will be reviewed by an external professional in the candidates' disciplines. Professionals serving in this role are independent reviewers who have never worked or conducted scholarly activities with the candidate. The candidate will submit several names of qualified reviewers to the department chair; and the chair of the department will vet the external reviewer and submit the candidate's electronic materials for their review.

Tenure

The decision to grant tenure determines the academic quality of the university. It is the most important decision a university makes with regard to its faculty. Tenure requires significant contributions to the professional academic field evidenced by effective teaching, meaningful scholarly productivity, consistent service, and supportive collegiality. Tenure-track appointments may be offered to select candidates with earned practice doctorates who have also demonstrated scholarly capabilities at a level equal to an academically degreed candidate. Tenure requirements apply equally to each.

Promotion

Faculty promotion is marked by sustained, high level performance, and continuous improvement over time at the current rank. For promotion to a higher rank, the faculty member must show the following: evidence of effective teaching; advancing knowledge and creativity in the discipline through scholarly accomplishments and contributions; and a sustained level of service to the University, community and profession.

Candidates must possess the appropriate terminal degree and, consistent with Academic Policy 900417 normally, are reviewed for tenure during the sixth year in a tenure-track position. Moreover, a candidate is generally considered for promotion and tenure after serving at least five and one-half years as an Assistant Professor. Candidates should demonstrate consistency and growth in their teaching, scholarly activity and publication, professional development, and service to all stakeholders; professionalism; and a likelihood of continued excellence. Guidelines for consideration for award of tenure and promotion to Associate Professor include:¹

COHS Criteria and Standards for Tenure and Promotion in the Area of Teaching

Quality teaching, with diversity in styles, methods, and settings is central to the COHS mission. As a craft, teaching is multifaceted. Neither a formula nor any single piece of evidence can define something as complex and dynamic as successful teaching. COHS faculty and academic administrators believe that the best way to evaluate teaching is to create a narrative synthesizing evidence from a variety of sources. The evaluation of teaching should be holistic, drawing from both quantitative and qualitative evidence that demonstrates a sustained pattern of performance. Faculty candidates will develop a teaching narrative addressing their approach, preparation, and performance of the practice of teaching, including outcomes. A candidate will address her or his strengths as a teacher, areas needing improvement, results of student and chair evaluations, how these results have enhanced teaching, and any relevant information deemed important for documenting and supporting teaching effectiveness. Artifacts contributing to a teaching narrative include, but may not be limited to, student evaluations, including numerical scores and student comments; chair evaluations; peer evaluations; and other indicators addressed in this section. In the case of teaching scores below the departmental, college, or university average, the candidate should address these occurrences in the narrative, taking care to note problems, actions to rectify them and extenuating circumstances that may have led to lower than expected scores. In the case of higher scores, the candidate should likewise identify strengths to retain, successful teaching strategies, training that contributed to success, and fortuitous circumstances.

¹ According to Academic Policy 900417, “a faculty member cannot be promoted to the rank of associate professor without a concomitant award of tenure.”

The probationary period allows candidates time to develop as teachers. Accordingly, student evaluation scores/ratings are generally expected to show growth or maintenance as appropriate over time. While global ratings from the student evaluation instrument provide a good overview of teaching effectiveness, the DPTAC members, department chair, and dean should consider other data included in the evaluation system. In addition, information about course characteristics (e.g., class size, required/elective, lower/upper division) should be considered when reviewing evaluation results.

While student evaluations are a valuable source of information, scores should be interpreted in the context of other materials documenting pedagogical achievement. The department chair, through annual evaluation of the candidate during the probationary period, will address additional evidence of teaching effectiveness. A candidate may also wish to elicit written evaluations from peers. Faculty are in a unique position to evaluate and provide specific feedback on aspects of teaching that are beyond the expertise of students. A candidate will have the right to nominate to the chair the individual/s providing the evaluation. The evaluator/s will use the department's peer evaluation form.

Demonstration of effective pedagogy may also include: contributions to curriculum; participation in course development or revisions; innovative use of technologies or teaching strategies; recognition of teaching expertise in the form of awards and/or honors; implementation of service-learning or Academic Community Engagement (ACE) designated coursework; participation in workshops or other professional development intended to enhance teaching; and pedagogical publications and/or presentations that demonstrate and provide evidence of teaching effectiveness.

Department of Public Health Criteria and Standards for Tenure and Promotion in the Area of Teaching

In the Department of Public Health, effective pedagogy and teaching will primarily be evidenced through student evaluations, peer evaluations, and chair evaluations.

- Assistant professors are expected to show a pattern of improving teaching evaluations (as measured by IDEA qualitative and quantitative scores) during their pre-tenure years of teaching. At the time of application for tenure and promotion, most taught courses should have scores that are at or above institutional averages, with consideration also given for unusual assignments, such as developing new courses, teaching large classes, teaching online courses, or teaching courses with subject matter regarded as difficult.
- Assistant professors will be evaluated by their peers in the department. A peer evaluation of teaching will be conducted for at least two different courses by two different peer faculty each academic year for junior faculty. Selection of peer evaluators will follow the COHS and department guidelines. The peer evaluation of teaching will include all course delivery formats: face-to-face, online, and hybrid classes. Assistant professors are expected to demonstrate a pattern of high or improving evaluations. Assistant professors should earn a minimum score of three (3) on the departmental *Peer Evaluation Review of Teaching Face-to-Face and Online Assessments*. Faculty scoring below a score of three (3), will be evaluated one additional time during the next semester of the academic year. These assessments are included in the Resource section of the guidelines.
- Assistant professors will be evaluated by the chair of the department, or his or her designees. The chair evaluation of teaching must take place for at least one course during years one, two, and three of the Assistant professor's years at SHSU. At the chair's or candidate's discretion, the

evaluation of teaching can continue in each of the probationary years of the candidate. Assistant professors are expected to demonstrate a pattern of improved evaluations, which represents an *acceptable* or *better* on the chair evaluation of teaching. The department chair will review peer evaluations of teaching, and other supporting evidence. If there are questions or discrepancies, the chair will seek further evidence of teaching competence, such as classroom observations, review of the syllabus, etc. The chair evaluations of teaching will not be based on student evaluations.

- Other supporting evidence in the area of teaching could include participation in teacher development activities, receipt of teaching awards, development of teaching-related publications and presentations, curriculum development, etc.

COHS Criteria and Standards for Tenure and Promotion in the Area of Research and Scholarly Activity

The evaluation of research and scholarly activity, like that of teaching, should be holistic, drawing from a variety of sources of evidence that reflects a sustained pattern of performance. COHS faculty and academic administrators believe that the best way to evaluate research and scholarly activity is through the creation of a research narrative that addresses a candidate's accomplishments and progress related to scholarship/creative activity. Within the narrative, candidates should describe their scholarship in relation to the discipline; progress in initiating and completing research projects; methodological approaches to scholarship; future directions, including works in progress; and self-evaluation of scholarship. Sources contributing to a research narrative include, but may not be limited to: peer-reviewed scholarly publications (e.g., empirical, theoretical/policy, application, philosophical/pedagogical, historical), including articles, books and chapters, and monographs; external and internal grants; published conference proceedings; presentations at international, national, state, and regional conferences; and other indicators addressed in this section.

Primary evidence of scholarly activity is peer-reviewed publications. A clearly illustrated research line that is evidenced by consistent publications and presentations in a specific topic is desired; scholarship that covers a wider array of topics can be appropriate. Candidates are responsible for making the case within their narrative that their scholarly contributions are substantial and their overall body of work warrants tenure with promotion. The following indicators can also demonstrate the quality of published scholarship: lead authorship on publications; descriptions of the peer-review process; published reviews of the candidate's work; journal impact factors; acceptance rates; and number of citations.

In summary, the body of work is expected to show that the overall composite of the candidate's scholarly activity is substantial, balanced, and shows future promise for continued scholarship.

Department of Public Health Criteria and Standards for Tenure and Promotion in the Area of Research and Scholarly Activity

In the Department of Public Health, scholarship is evidenced primarily by peer-reviewed publications. Prior to promotion to associate professor, assistant professors will work with the chair to obtain at least three external review letters from tenured professors at peer-level institutions outside SHSU. These external reviewers will evaluate the candidate's scholarship and agree the candidate is deserving of tenure and promotion to associate professor.

- Assistant professors are expected to sustain a focused area of research and publish in recognizable journals that relate to the field of health.
- Assistant professors are expected to provide evidence they were primary contributors for the majority of their publications.
- Assistant professors are expected to average at least one high-quality peer-reviewed publication in a journal that has been evaluated by the program faculty per year (more if publications are considered lower quality beginning in year two of their appointment in the department). Thus, the candidate should have a minimum of five high-quality publications with a minimum of two as the lead author in their portfolio during their tenure review year.
- Assistant Professors are expected to conduct and publish research that is empirical in nature. Some non-empirical publications are acceptable if the research is aligned with the expertise of the faculty such as the use of evidence-based research in the development of theories, and the review and synthesis of literature in the related research area of the faculty. Empirical research is defined as a methodology that makes use of verifiable evidence to arrive at research outcomes. Empirical research relies on evidence obtained through observation or scientific data collection methods; uses qualitative or quantitative observation methods, depending on the data sample, with quantifiable data or non-numerical data; use of secondary data; and/or aligns a scientific investigation to measure the experimental probability of the research variables.
- Assistant professors are expected to publish in peer-reviewed and non-predatory journals. The quality of the publications will be agreed upon by the program faculty and chair. As a faculty resource, an example of journal quality indicators is detailed in the *Department of Public Health Journal Quality Table* in the Resource section of the guidelines.
- Assistant professors are expected to provide at least one or more of the following quality indicators of their publications: the acceptance rate; impact factor; Eigenfactor score; Google Scholar citation rates, h-index score, i10-index score; Research Gate score; or additional quality measures for the journal of their submission. They must also provide the author submission guidelines for the journal of their submissions and provide evidence the journal is peer-reviewed.

Note: Please refer to The Public Health Journal Metrics Report (2019 Snapshot), and the Department of Public Health: How to Look up an Individual Journal's Impact Factor using JCR Guide prepared by Dr. Erin Owens, Professor-Newton Grisham Library, in the Resource section of the guidelines.

- Peer-reviewed conference presentations serve as evidence of scholarship.
- Inter-professional Education (IPE) research activities provide supporting evidence for scholarship and are encouraged when feasible.
- Assistant professors should limit their grant involvement to those that have the potential for publications such as internal grants sponsored by the university.

- Other scholarly activities, such as writing books and book chapters, creating editorials, developing monographs, developing and submitting grants, etc. further provide evidence of scholarship, but should not be the primary research focus of assistant professors.

COHS Criteria and Standards for Tenure and Promotion in the Area of Professional Service

Professional service is essential to the success of each department/school and the COHS as a whole. As in the case of teaching, research, and scholarly activity, the probationary faculty member should include a narrative that explains the kinds of service in which the probationary faculty member has been involved and the significance of her/his involvement. While service takes many forms and will vary by department/school, the candidate must have demonstrated sustained involvement in service to the department, college, university, profession, and/or community. Evidence of involvement may include, but not be limited, to: attendance and participation in professional conferences, seminars, workshops, or short courses (continuing professional education); membership and involvement in appropriate professional organizations; a record of service to the department, college, university, profession, and/or community; and significant contribution to self-studies/accreditation reports. Higher weighting should be assigned to service as the leader or significant contributor of program accreditation self-study and related reports.

Department of Public Health Criteria and Standards for Tenure and Promotion in the Area of Professional Service

In the Department of Public Health, assistant professors are expected to provide service in the following areas: service to the department, college, and university; service to the profession; and service to the community. Examples of recognized service include:

- Department service may include developing curriculum and instructional materials; serving on search, assessment, ad hoc, and curriculum committees; facilitating IPE events without a research component; departmental activities; and/or serving as program coordinator for a specific degree.
- College and university service may include college level search committees, curriculum committee, university assessment committee, university policy and procedures committee, and/or other faculty senate committees (e.g., university library committee, commencement committee, honors council, faculty senate).
- Professional and community service is critical in the profession of public health and serves to influence and improve the aspects of local, state, national, and the global health sector. Service at these levels may include leadership roles with organizations that contribute to advancement of the professional organizations (e.g., peer-review selection committees for conference presentations, editorial boards, Eta Sigma Gamma, Medical Group Management Association, or the American Public Health Association), and/or leadership roles with non-profits or community-based organizations (e.g., United Way, food banks, community gardens, blood drives or homeless shelters). Service to the profession and/or community is secondary in importance and should not replace service to the department, college, and university.

COHS Criteria and Standards for Promotion to Full Professor

Candidates must possess the appropriate terminal degree and normally must have served at least five and one-half years as a tenured Associate Professor. Candidates should demonstrate leadership and high-level performance in their teaching, scholarly activity, professional development, and service to all stakeholders; professionalism; and a likelihood of continued excellence.

COHS Criteria and Standards for Promotion to Full Professor in the Area of Teaching

Quality teaching, with diversity in styles, methods, and settings is central to the COHS mission. As a craft, teaching is multifaceted. Neither a formula nor any single piece of evidence can define something as complex and dynamic as successful teaching. COHS faculty and academic administrators believe that the best way to evaluate teaching is to create a narrative synthesizing evidence from a variety of sources. The evaluation of teaching should be holistic, drawing from quantitative and qualitative evidence that demonstrates a sustained pattern of performance. Faculty candidates will develop a teaching narrative addressing their approach, preparation, and performance of the practice of teaching, including its results. A candidate will address her or his growth as a teacher since tenure and/or promotion especially in the area of leadership, areas in need of improvement, results of student and chair evaluations, how these results have enhanced teaching, and any relevant information deemed important for documenting and supporting teaching effectiveness. Artifacts contributing to a teaching narrative include, but may not be limited to, student evaluations, including numerical scores and student comments; chair evaluations; peer observations; and other indicators addressed in this section. In the case of scores below the departmental, college, or university average, the candidate should address these occurrences in the narrative, taking care to note problems, actions to rectify them and extenuating circumstances that may have led to lower than expected scores. In the case of higher scores, the candidate should likewise identify strengths to retain, successful teaching strategies, training that contributed to success, and fortuitous circumstances.

Student evaluation scores/ratings are generally expected to show growth or maintenance as appropriate over time. While global ratings from the student evaluation instrument provide a good overview of teaching effectiveness, the DPTAC members, department chair, and dean should consider other data included in the evaluation system. In addition, information about course characteristics (e.g., class size, required/elective, lower/upper division) should be considered when reviewing evaluation results.

While student evaluations are a valuable source of information, scores should be interpreted in the context of other materials documenting pedagogical achievement. The department chair, through annual evaluation of the candidate during the review period, will address additional evidence of teaching effectiveness. A candidate may also wish to elicit written evaluations from peers. Faculty are in a unique position to evaluate and provide specific feedback on aspects of teaching that are beyond the expertise of students. A candidate will have the right to nominate to the chair the individual/s providing the evaluation. The evaluator/s will use the department's peer evaluation form.

Demonstration of effective pedagogy may also include: contributions to curriculum; participation in course development or revisions; innovative use of technologies or teaching strategies; recognition of teaching expertise in the form of awards and/or honors; implementation of service-learning or ACE designated coursework; participation in workshops or other professional development that were intended to enhance teaching; and pedagogical publications and/or presentations that demonstrate and provide evidence of teaching effectiveness.

Department of Public Health Criteria and Standards for Promotion to Full Professor in the Area of Teaching

In the Department of Public Health, effective pedagogy and teaching will primarily be evidenced through student evaluations, peer evaluations, and chair evaluations.

- Associate professors are expected to show a pattern of high-level teaching evaluations in the qualitative and quantitative components of their IDEA scores. The majority of the candidate's courses should have scores that are at or above institutional averages, with consideration also given for unusual assignments, such as developing new courses, teaching large classes, teaching online courses, teaching upper level and graduate courses, teaching hybrid courses, or teaching courses with subject matter regarded as difficult.
- Peer evaluation of teaching must take place for at least one course each year for tenured faculty prior to promotion. Selection of peer evaluators will follow the COHS and department guidelines. Associate professors should earn a minimum score of three (3) on the departmental *Peer Evaluation Review of Teaching Face-to-Face and Online Assessments*. Faculty scoring below a score of three (3), will be evaluated one additional time during the next semester of the academic year. These assessments are included in the Resource section of the guidelines.
- Associate professors will be evaluated by the chair of the department, or his or her designees. The chair evaluation of teaching must take place for at least one course at least every year prior to promotion. Associate professors should show a pattern of high-level evaluations, demonstrating *acceptable* or *better* on the departmental evaluation rubric. Associate professors should show a pattern of improving the quantitative and qualitative components of their IDEA evaluations. The department chair will review peer evaluations of teaching, and other supporting evidence. If there are questions or discrepancies, the chair will seek further evidence of teaching competence, such as classroom observations, review of the syllabus, etc. The chair evaluations of teaching will not be based on student evaluations.
- Associate professors are expected to mentor students to improve academic success and retention, increase graduation rates; and provide focused career counseling to students.
- Other supporting evidence may include: participation in teacher training; receipt of teaching awards; teaching-related publications and presentations; curriculum development; teaching an overload without compensation; supervising an Honor's Contract; facilitating an independent study for individual and/or small groups of students; etc.

COHS Criteria and Standards for Promotion to Full Professor in the Area of Research and Scholarly Activity

The evaluation of research and scholarly activity, like that of teaching, should be holistic, drawing from a variety of sources of evidence that reflects a sustained pattern of performance. COHS faculty and academic administrators believe that the best way to evaluate research and scholarly activity is through the creation of a research narrative that addresses a candidate's accomplishments and progress related to scholarship/creative activity. Within the narrative, candidates should describe their progression in

research since the award of tenure and/or promotion to associate professor. Sources contributing to a research narrative include but may not be limited to: peer-reviewed scholarly publications (e.g., empirical, theoretical/policy, application, philosophical/pedagogical, historical), including articles, books and chapters, and monographs; external and internal grants; published conference proceedings; presentations at international, national, state, and regional conferences; and other indicators addressed in this section.

Primary evidence of scholarly activity is peer-reviewed publications. A clearly illustrated research line that is evidenced by consistent publications and presentations in a specific topic is desired; scholarship that covers a wider array of topics can be appropriate. Candidates are responsible for making the case within their narrative that their scholarly contributions are substantial and their overall body of work warrants promotion. The following indicators can also demonstrate the quality of published scholarship: lead authorship on publications; descriptions of the peer-review process; published reviews of the candidate's work; journal impact factors; acceptance rates; and number of citations.

In summary, the body of work is expected to show that the overall composite of the candidate's scholarly activity is substantial, balanced, and shows promise for continued scholarship. For promotion to full professor, candidates should fulfill all the requirements of the current rank with emphasis on sustained productivity and a wider dissemination of the research produced.

Department of Public Health Criteria and Standards for Promotion to Full Professor in the Area of Research and Scholarly Activity

In the Department of Public Health, associate professors seeking promotion to full professor should be recognized as experts by those in their field and by those at peer institutions. This will be facilitated through an external review process. Prior to promotion to full professor, associate professors will work with the chair to obtain a minimum of three external review letters from tenured, full professors at peer-level institutions outside of SHSU. The chair has the option to exclude a negative letter from an external reviewer from the associate professor's promotional package. These external reviewers will evaluate the candidate's scholarship and agree the candidate is deserving of promotion to full professor.

Research and scholarly activities are evidenced primarily by peer-reviewed publications in the Department of Public Health.

- Associate professors are expected to average at least one high-quality peer-reviewed publication per year.
- Associate professors are expected to publish the majority of their research within a focused and recognizable area of study and provide evidence they were a primary contributor for the majority of their publications.
- Associate professors must publish in applicable journals in their field that have been vetted by the departmental faculty.
- Associate professors are expected to publish in peer-reviewed and non-predatory journals. The quality of the publications will be agreed upon by the program faculty and chair. As a faculty resource, an example of journal quality indicators is detailed in the *Department of Public Health Journal Quality Table* in the Resource section of the guidelines.

- Publishing in education journals is acceptable if the research is empirical and relates to the expertise of the associate professor. In this situation, it is the responsibility of the faculty to demonstrate the empirical nature of the study as it relates to one of the focus areas of Public Health.
- Associate professors are expected to have some degree of leadership in grant development and involvement to support their scholarship. The research and outcomes of the grant should have the potential to result in quality publications for the faculty and grant team.
- Other scholarly activities, such as writing books and book chapters, professional reports and papers, professional monographs, peer-reviewed conference presentations and proceedings, etc., can further provide evidence of scholarship.
- Leadership in IPE research activities also provides supporting evidence for scholarship and is encouraged when feasible.
- Associate professors are expected to mentor students and junior faculty in all aspects of research endeavors.
- Associate professors are expected to provide at least one or more of the following quality indicators of their publications: the acceptance rate; impact factor; Eigenfactor score; Google Scholar citation rates, h-index score, i10-index score; Research Gate score; or additional quality measures for the journal of their submission. They also must provide the author submission guidelines for the journal of their submission and evidence the journal is peer-reviewed.
Note: Please refer to The Public Health Journal Metrics Report (2019 Snapshot,) and the Department of Public Health: How to Look up an Individual Journal's Impact Factor using JCR Guide prepared by Dr. Erin Owens, Professor-Newton Grisham Library, in the Resource section of this document.
- The majority of the publications submitted by an Associate professor should be empirical in nature. Empirical research is defined as a methodology that makes use of verifiable evidence in order to arrive at research outcomes. Empirical research solely relies on evidence obtained through observation or scientific data collection methods; the research uses qualitative or quantitative observation methods, depending on the data sample, with quantifiable data or non-numerical data; use of secondary data; and the research aligns a scientific investigation to measure the experimental probability of the research variables.

COHS Criteria and Standards for Promotion to Full Professor in the Area of Professional Service

Professional service is essential to the success of each department/school and the COHS as a whole. As in the case of teaching and research and scholarly activity, the faculty member should include a narrative that explains the kinds of service in which the faculty member has been involved and the significance of her/his involvement paying particular attention to their leadership roles. While service takes many forms and will vary by department/school, the candidate must have demonstrated sustained involvement in service to the department, college, university, profession, and/or community. Evidence of involvement includes: attendance and participation in professional conferences, seminars, workshops,

or short courses (continuing professional education); membership and involvement in appropriate professional organizations; a record of service to the department, college, university, profession, and/or community; and significant contribution to self-studies/accreditation reports.

In order to be promoted from associate to full professor, the candidate must have demonstrated engagement and leadership in service to the department, college, university, profession, and/or community. Evidence of engagement in leadership includes: leadership in departmental or college service activities; sustained participation in educational/leadership activities of professional organizations; sustained record of service and leadership to the university, profession, and community; mentoring of junior faculty; and leadership in the development of self-study reports.


Department of Public Health Criteria and Standards for Promotion to Full Professor in the Area Professional Service

In the Department of Public Health, associate professors are expected to provide leadership in the following areas: service to the department, college, and university; service to the profession; and service to the community. Examples of recognized service include:

- Department service may include developing curriculum and instructional materials; developing and revising degree programs; serving on search, assessment, ad hoc, and curriculum committees; and/or serving as program coordinator for a specific degree.
- College and university service may include college and university level search committees, President and Provost ad hoc committees, college or university curriculum committee, university assessment committee, university policy and procedures committee, and/or other faculty senate committees (e.g., university library committee, commencement committee, honors council, faculty senate, scholarship, and student recruitment committees).
- Professional and/or community service may include leadership roles with organizations that contribute to advancement of the professional organizations (e.g., Eta Sigma Gamma, Medical Group Management Association, or the American Public Health Association); leadership roles with non-profits or community-based organizations (e.g., United Way, food banks, community gardens, blood drives or homeless shelters); serving as a consultant for a community, state, or national organization; representing SHSU in an international partnership; leading a student exchange and/or study abroad program; and/or serving on a board of a community, state, or national organization. Service to the profession and/or community is secondary in importance and should not replace service to the department, college, and university.
- Associate professors are expected to mentor students and junior faculty to support service activities.
- Associate professors are expected to serve in a leadership role in department, college, and university committees and explain their responsibilities in their annual FES report.

Advice for Tenure and Promotion
Developed by the Tenured Department of Public Health Faculty

- Assistant and associate professors are encouraged to meet with their department chair, the Department Promotion and Tenure Advisory Committee chair, and the Dean to discuss their progress toward tenure and promotion.
- Assistant and associate professors are encouraged to be assertive and communicate with their colleagues; and they are encouraged to listen to their advice.
- Assistant and associate professors are encouraged to collaborate with faculty to conduct research in their area of expertise.
- Assistant and associate professors are encouraged to submit at least two manuscripts for review each year to meet the publication expectation for each level of promotion.
- Assistant and associate professors are encouraged to participate in the professional development programs provided by the university such as the Association of Colleges and University Educators Effective Teaching programs, PACE programs, SHSU Online Certification, SHSU On-line Summit, Teaching and Learning Conference, the National Center for Faculty Development and Diversity training, ongoing Diversity, Equity, and Inclusion education sessions, Burn-out Awareness Training, mentoring programs, etc.
- Assistant and associate professors are encouraged to be involved in mentoring and student engagement activities with under-represented student populations.
- Assistant and associate professors are encouraged to participate in research activities facilitated by the COHS Associate Dean of Research.
- Assistant and associate professors are expected to attend department, college, and university meetings/retreats.

APPROVED: 
Ray G. Newman, Ph.D., Chair: Dept. of Public Health

DATED: 11-8-22

Resources for the Department of Public Health Criteria and Standards for Tenure and Promotion

The Public Health Journal Metrics Report (2019 Snapshot)

Developed by Dr. Erin Owens, Professor-Newton Grisham Library



Extensive List
Adapted 2 June.xlsx

Department of Public Health: How to Look up an Individual Journal's Impact Factor using JCR Guide

Developed by Dr. Erin Owens, Professor-Newton Grisham Library



Public Health
Journals How to loo

The Department of Public Health Journal Quality Table EXAMPLE:



Journal Quality
Guidelines (6.1.21).x

The Department of Public Health Peer Evaluation Review of Teaching-Face-to-Face and Online Assessments:



Face 2 Face Peer
Review.xlsx



Online Peer Review
11-4-22.xlsx