

UNIVERSITY OF WISCONSIN MILWAUKEE JOSEPH J. ZILBER SCHOOL OF PUBLIC HEALTH FACULTY EVALUATIVE CRITERIA FOR RETENTION, PROMOTION AND TENURE IN THE DIVISION OF THE PROFESSIONS

The Joseph J. Zilber School of Public Health holds formal retention reviews at the beginning of a candidate's 3rd and 6th years. As specified by the University's Policy and Procedures manual, tenure and promotion are linked at the Associate level. Tenure and promotion can be achieved any year up to the 7th year, depending upon the candidate's accomplishments. Faculty can be retained (for one additional year) at the sixth year review without receiving tenure or promotion; they can be reconsidered at the beginning of the 7th year. Tenure and promotion must be achieved by the 7th year (barring leaves of absence or extended sick leave). Promotion from Associate Professor to Professor can occur at any time, and these decisions are based upon accomplishments rather than time in rank.

The ZSPH takes pride in UWM's traditions of academic and scholarly excellence and in its support for academic freedom. We believe that academic freedom and autonomy come with responsibilities to maintain high standards. In evaluating performance, we strive to develop and implement reliable and valid indicators. However, we do not use rigid lists of criteria in any retention, promotion or tenure decisions.

Judgments about performance are based on both qualitative and quantitative information and the values about what constitutes important research in the broad area of Public Health, as well as educational and service goals. No single indicator or even multiple indicators can replace professional judgment. Thus, the use of a "checklist" of limited criteria and specification of particular measurement techniques are deemed inimical to the promotion of excellence; standards and quantified performance criteria are viewed as suggestive guidelines rather than absolute and simplistic goals for candidates to achieve.

General Assumptions

1. The ZSPH expects faculty to perform their duties in an ethical and responsible way. In addition, any letters of administrative reprimand and the latest findings, decisions, or recommendations from university committees or officials, arising from relevant ethical concerns about the faculty member should also be included in the candidate's file.
2. Retention and promotion decisions require judgments about the total professional performance of an individual.
3. The relevant Executive Committee (EC) decision is based on the question "is retention warranted" or "has Associate Professor or Professor Stature been achieved?"
4. The EC believes that it is important to have first-hand knowledge about a candidate's research program so that it can make informed judgments. Faculty are encouraged to familiarize themselves with candidates' research by reading their scholarly writing, attending their colloquia or brown bag presentations, and through discussions with the candidates.
5. The content of EC meetings is confidential and should be treated as such.

Promotion Criteria

ZSPH Executive Committee members evaluate performance in research, teaching, and service. Below are sets of potential indicators of performance. The basic standard is that in each domain, a candidate shall achieve visibility and impact appropriate to his or her career stage. In hiring and in retention, tenure, and promotion decisions, the ZSPH gives heavy weight to research and scholarly productivity. The ZSPH also expects a serious commitment to excellence in graduate and undergraduate education. Positive action for retention, tenure, or promotion will depend on the candidate being an effective teacher (as indicated, for example, by student course evaluations, peer evaluations, and/or successful mentoring of graduate and/or undergraduate students). Participation in professional, university, and community service is also expected.

The faculty has the following general expectations:

1. Retention (in third year). This judgment is typically based on two years of work¹ so that there is sufficient information to provide an adequate basis for a decision. The EC looks for evidence of the beginnings of an independent, original, high quality, and productive research program with the potential to have an impact on the field. The EC also expects faculty to demonstrate effectiveness as a teacher/instructor. To support their developing research and teaching, junior faculty have limited service responsibilities. Nevertheless, it is expected that they will have begun to function as integral members of their program area(s).
2. Tenure and Promotion to Associate Professor. A successful candidate should have established a record as an accomplished researcher and effective teacher. The research program is independent, original, of high quality, sustained and programmatic; there is a “sufficient” number of publications that informed judgments of quality and impact can be made, and work is published at a “reasonable” rate. The definitions of “sufficient” and “reasonable” will vary across disciplines and with the nature of the research. The EC will rely upon experts in the field (internal and external) for help in defining these terms for a particular candidate. That said, it is important that the candidate’s research is at least beginning to have impact and the candidate is forming a positive national reputation. ZSPH service is limited, but the candidate plays a constructive role in area and ZSPH decision making. The ZSPH EC recommendation is based both on past performance and on expectations for continued high quality performance.
3. Promotion to Professor. There are both quantitative and qualitative changes in expectations with respect to promotions at the Professor level, especially with respect to scholarship. A Professor has an established record as an accomplished researcher and effective teacher with an independent, original, productive, sustained, and high quality research program. A Professor has national visibility, high status as a scholar, and clear and important impact; he or she has achieved significant recognition and prominence as a scholar in public health. Typically, a professor has an established record of effective service.

Research and Scholarship.

The following criteria are used in determining whether excellence has been achieved, though, naturally, the particular level of performance expected varies with the particular

¹ Review to be completed at end of second year.

retention/promotion decision being made.

1. Research/scholarship is programmatic. Programmatic means that research is conceptually coherent and cumulative in the sense that publications have a clear trajectory toward a well defined goal or set of goals.
2. Research/scholarship is of high quality, showing originality, depth, and impact.
3. Research/scholarship is independent. For faculty who typically publish as part of a team of investigators, it is important to note that the SPH values inter- and multi-disciplinary work, but that candidates must demonstrate their independent, identifiable, and significant contribution to the research team.
4. Research/scholarship is sustained and ongoing, with evidence of work at all stages of the research process (e.g., publications, submitted manuscripts, draft manuscripts and conference presentations, collected data sets, plans for future work, intra- and/or extra-mural funding, and so on).
5. For senior faculty, the EC will evaluate the number and quality of theses and dissertations directed, and publications with students.
6. The candidate has achieved recognition and prominence for research appropriate to his or her review level. Specific sources of information for scholarship may include but is not limited to:

Published works. In their scholarship, some persons may pursue a broad number of areas; others may focus on a single topic. In either strategy, however, it is expected that the work will show thoroughness, adherence to relevant standards of rigor and research quality, and other evidence of excellence, as described above.

Participation in professional organizations, meetings, and conference; invited lectures and papers.

Research grants. Research grants are often important to scholarly activity. The EC recognizes that some research is more fundable than other research and that some faculty may be better “positioned” to obtain external funding. As appropriate, EC members will evaluate the extent to which an individual has submitted internal and external grants and has been able to obtain research grant funds and thereby increase the probability of research and scholarly contributions.

Awards, honors, and other recognition of contributions resulting from the person's research or scholarship.

Opinions of colleagues and experts in the field outside of the school and university

- a. letters of reference (see attached information on selection of external reviewers).
- b. published reviews of candidate's books and articles.
- c. citations of the person's work in the literature, especially citations that indicate serious, positive consideration of the candidate's work.
- d. appointments to editorial boards of major journals, service on grant review panels, etc.

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National recognition of expertise and achievement is expected for the candidates seeking status as full Professors. This might be reflected by various combinations of the following: federal grants; appointment to editorial boards or major journals; invited chapters in important scholarly books; service on grant review panels; high citation frequencies; and regular publication of important articles in major journals.

Teaching: The School expects commitment to graduate and undergraduate education, both in and out of the classroom. The ZSPH considers a candidate's competence as an educator, knowledge of and ability to communicate critical knowledge, judgment in selecting and emphasizing material, ability to provide students with a broad scholarly perspective, ability to provide constructive feedback, and ability to challenge students to do their best. Consideration may also be given to a candidate's openness and receptivity to students and their ideas, comprehensiveness in teaching and planning, fairness as an evaluator of students, and ability to guide students effectively through the graduate programs.

Specific sources of information for teaching may include but are not limited to:

1. Contribution to the training and productivity of students. For senior faculty, the EC will evaluate the number and quality of theses and dissertations directed, and publications with students.
2. ZSPH colleagues' observations of teaching and colloquia presentations
3. Student opinions about course content and presentation style as determined by teaching evaluations
4. Review and analysis of course content/syllabi
5. Candidate's statement regarding teaching philosophy, plans, techniques, attempts at innovation and growth, and so on. (Candidates will be required to submit a statement describing their teaching philosophy and practices in their third and fifth year).
6. Unique contributions to the educational aims of doctoral graduate program and/or the MPH program.
7. University or national recognition for teaching activities.
8. Scholarly writings on teaching and education, the role of the university, and so on.
9. Participation in University and community activities concerning teaching and education.

Service: Faculty are expected to share the service needs of the School and the University, as well as participate in professional organizations and/or community organizations. Excellence in service can be demonstrated in various ways, including but not limited to participation and taking on leadership roles on local or national committees. Although service is a highly valued component of a faculty member's overall performance "profile," the EC of the ZSPH strongly endorses the importance of protecting untenured faculty from becoming "overburdened" with service to the detriment of their research.

Specific service may include but are not limited to:

1. Administrative contributions to the school and university.

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- a. Service on committees, task forces, special assignments, etc.
- b. Committee chairships
- c. Elected positions
- d. Service as University representative to other universities, organizations, etc.
- e. Informal service (e.g., mentoring junior faculty, reading grants and papers of colleagues)

2. Administrative contributions to the profession.

- a. Service on committees, task forces, special assignments, etc.
- b. Elected positions
- c. Committee chairships
- d. Conference chair or organizer
- e. Editorial work on journals

3. Community service

- a. Consultant to bureaus, commissions, agencies, legislative bodies, etc.
- b. Participation in special community projects and studies
- c. Professionally related community positions, e.g., school board membership participation in education groups, professional advisor to various groups, public service agencies, etc.
- d. General community educational contributions: lectures, workshops, community clinic work, etc.
- e. General efforts to improve the public health of the local community through public health research and/or practice