The Department of Public Health Education (PHE) affirms that faculty members’ work may be carried out and documented in a variety of ways, including diverse approaches to teaching, research/scholarship, and leadership/service. The evaluation criteria expressed within this document are intended to provide guidance regarding how diverse approaches may be reflected in faculty members’ teaching, research/scholarship, and leadership/service, and to provide context to the criteria that the PHE department uses in making decisions regarding promotion.

Definitions

PHE has made a concerted effort to incorporate community-engaged work into the three primary evaluation areas. We have drawn from a number of different University documents¹ and would like to define two key terms that will be used throughout the document. The first, community-engaged or community engagement, includes research, teaching, and service activities that are collaboratively undertaken by faculty members with community partners, staff, and/or students through processes that exemplify reciprocal partnerships and are carried out for public purposes. A second term, community-based activities, is used to describe activities that are provided to, intended for, and/or done in communities outside of the University setting, but are not characterized by reciprocal and mutually beneficial collaborations exemplified in community engaged work. Consideration of these distinctions is important when presenting and evaluating performance relative to community-engaged scholarship within each of the three evaluation areas of teaching, research and service.

Context of the Academic Field of Public Health Education

The field of public health education is an applied profession. Academic public health draws on a variety of disciplines as a basis for its knowledge and practice. The Department of Public Health Education at UNCG is an accredited academic public health program (Council on Education for Public Health, hereafter CEPH), one of over 150 such programs internationally. Every program must address education in the foundational competencies recognized by the field of public health (See CEPH: http://ceph.org), and in competencies specific to professions/disciplines. PHE follows the discipline-specific criteria established by the National Commission for Health Education Credentialing (See NCHEC: http://www.nchec.org). While Schools of Public Health have distinct departments in various disciplines within the field of public health (e.g., statistics, epidemiology, health policy, health behavior, administration), PHE must meet the public health foundational competencies for instruction as a single department which results in the PHE department having faculty members with various academic backgrounds such as epidemiology, quantitative and qualitative methodology, social and behavioral sciences, health education, and management and organizational behavior. The faculty members with degrees other than community health education have experience in applying their specializations to public health problems.

Context of the Department

PHE follows the School of HHS Promotion, Tenure, and Reappointment: Evaluation Policies, Guidelines, and Procedures for Tenure-Track faculty, and the Academic Professional Promotion and Reappointment Policies for Academic Professional Track (APT) Faculty. Decisions about faculty members’ workloads are adjusted at the Departmental level to meet unit needs in teaching, research and service. Adjustments that differ from university standards are reflected in each faculty member’s Annual Workplan.

The following statements describe the nature of our field (public health) and our professional discipline (community health education) and provide context for the evaluation of our departmental faculty in regard to the School and University tenure-track and APT Guidelines.

Field/Professional Context Relative to the Review of Faculty

During any review for promotion and/or tenure, a Committee of the Department (constituted in accordance with University and School guidelines) will weigh accomplishments prior to the review period as part of the evaluation of national status, contribution, and overall achievement. After receiving the committee’s recommendations, the Department Chair will then conduct a separate assessment of the application.

TEACHING:

Teaching is broadly defined as activities related to instruction and learning that occur both within and beyond the context of university courses. Teaching may take place on campus, in community-based settings and/or in non-traditional formats. Because the
primary function of PHE is teaching, it is essential that excellence in teaching be encouraged and rewarded. Teaching activities may include, but are not limited to: 1) instruction; 2) advising and supervising students; 3) mentoring; 4) curriculum development; and 4) developing and implementing other types of learning activities.

The Department follows the university teaching workload standards, but the distribution of teaching assignments are adjusted at the department level and reflected in each faculty member’s Annual Workplan. Adjustments to teaching workloads include reductions for significant service roles, external funding, and/or special assignments. Faculty members teach within their areas of expertise when possible. However, many must also develop a background to teach across different areas in the four departmental programs as a function of departmental personnel resources and program accreditation requirements.

Faculty members’ external funding (i.e., contracts and grants) often affects PHE teaching loads and assignments. Fluctuations in amount and timing of external funding often require that those with no or lower funding have had to teach courses with more students and/or not in their primary area of expertise. Both the increased number of students and teaching outside the primary area of expertise can result in more time dedicated to teaching than might be found in most HHS departments. This can also meant that some faculty members have had to prepare to teach more new and different (for them) preparations, which takes more time.

As a department, we value mentoring and community-engaged teaching as important teaching activities. Mentoring may extend to students and post-doctoral fellows (current and former), colleagues within and beyond the university, and community partners. Community-engaged teaching is defined as: 1) “those activities that honor principles of community engagement, and 2) provide opportunities for students, community participants, and community partners to collaborate with faculty members for the dual and integrated purposes of learning and service.” Community-engaged teaching includes reciprocity with community partners such as schools and/or human service organizations to identify community needs, and to create, revise, and/or deliver appropriate learning opportunities that are mutually beneficial. Examples might include:

- Designing/teaching a course on community engaged research methods with community partners. In this type of course, students may be partnered with agencies to design and conduct research. Such an arrangement benefits student learning and the agency.
- Designing/teaching service learning courses that emphasize reciprocity between community partners and students;
- Leading study abroad courses with a service learning component designed with or by a community partner;
- Collaborating in the design and delivery of professional development opportunities for community members/employees.

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RESEARCH / PROFESSIONAL SCHOLARSHIP AND PRODUCTIVITY:

Expectations by Role

Expectations for Research and Professional Scholarship and Productivity for tenure track and APT faculty will follow the HHS and University Promotion and Tenure Guidelines that specify the unique contributions for each of these faculty lines. The context statement provided here should be as a supplement to these guidelines.

APT Scholarship and Productivity

APT faculty members in PHE engage in a variety of scholarship and professional practice. Some APT faculty manage large research studies and/or engage in traditional forms of scholarship, such as publishing articles and securing external funding. Other APT faculty manage revenue-producing enterprises that serve a public need, such as workforce development. APT faculty in PHE often develop products highly valued in the discipline and advance the field, such as training models, webinars, case studies, and reports/white papers. Most of our APT faculty present their scholarship at local, regional, and national conferences. Several will also present internationally. APT faculty in PHE may also disseminate information and engage the public through more informal channels, such as newsletters and blogs. To the degree they advance the profession and serve the public, all of these forms of productivity and dissemination are valued by the Department. The Department especially values the integration of professional practice and scholarship with student learning and mentoring opportunities. As a professional discipline that involves significant community engagement and collaboration, our APT faculty are essential to developing, maintaining, and expanding our relationships in the community so that our students have ample opportunities to engage in professional practice activities as part of their educational experience.

• APT faculty should have a clearly articulated plan for their scholarship/professional practice each year (including expected outcomes), and this plan should contribute to their career development as well as the Department mission, focus areas, and curriculum.

Tenured/Tenure-Track Scholarship and Productivity

All tenured and tenure-track faculty members in PHE are expected to engage in peer-reviewed scholarship. Peer-reviewed scholarship is normally disseminated via professional presentations and manuscripts published in professional and academic journals. Peer-reviewed scholarship also includes submissions of grant proposals. Other scholarly products include white papers, policy analyses, reports, or other products that impact professional practice or result in new or refined policies. The following are expectations for scholarly productivity among tenured and tenure track faculty members:

• A level of research productivity that includes an average of 1-2 published peer-reviewed articles per year over a 3-year period, and/or submission of applications for external funding.
  o On a case-by-case basis other scholarly products, such as the completion of white papers/reports for professional/community organizations, book chapters, and monographs, will be considered in lieu of peer-reviewed articles or grant applications.
Some form of peer review is expected for products that are not the typical or traditional products, such as papers submitted to journals or grant proposals, but represent discovery and/or practical integration of new knowledge of importance to the field.

- Tenured and tenure-track faculty should have a clearly articulated plan for their scholarship each year (including expected outcomes), and this plan should contribute to their career development as well as the Department mission, focus areas, and curriculum.
  - The extent of scholarly productivity should be commensurate with the descriptive category (e.g. “research active,” “research intense”) discussed as part of the workload planning process.
  - Productivity typically takes the form of peer-reviewed publications, presentations, and grant submissions, the type and balance of publically disseminated works will differ by academic profile (e.g. scholarship of discovery versus application versus teaching) as outlined in the School’s Promotion and Tenure policy.

**Contextual Considerations in Scholarship and Professional Practice**

Community-engaged scholarship of discovery and application are valued by the department. Such scholarship informs our professions and the curricula in our four academic programs. Because of the need to coordinate work with partners there is a recognition that community-engaged scholarship requires relationship and trust building, is often more time intensive, and that products, as a result, may take longer to realize.

In addition to whether the scholarship is community-engaged, several other contextual factors affect research in our department: the nature of research in the field and/or discipline and the publications to which faculty members submit manuscripts, the need for research teams to investigate complex public health problems, the extent to which the faculty engages in community-engaged research, and the extent to which funding is obtained for an investigator’s research.

Research in public health education normally addresses broad issues and often requires a team of investigators, often multidisciplinary, to devise and carry out any significant study. A core value and expectation of departmental faculty is to engage students in the development of disseminated scholarship. Thus, sole authorship is not the high priority it is in other fields. Virtually every peer-reviewed paper or other product in the field has multiple authors who contribute in different ways to the project and products. In addition, journals to which our faculty members contribute have different conventions regarding the order of authorship. The authorship can vary in order of contribution from either first or last author having the most contribution. In more than half the cases, it would be expected for the first author to make the greatest contribution, and then on down the line to last author making the least. However, there are many cases where the opposite ordering is warranted. The convention for the journal’s authorship order is normally based on the historical trend in the particular journal. Some of these trends are specific to disciplines in public health (e.g., community health education vs. epidemiology vs. biostatistics).
Promotion materials should provide statements that attest to the faculty members’ contributions to the publication when they are not listed as first author.

Depending on the focus of their scholarship, public health academicians disseminate their works in a variety of outlets. For example, a single project could produce manuscripts best suited to the academic journals for health educators, epidemiologists, physicians, nurses, psychologists or the field of public health more broadly. Typically, collaborative work in teams results in a faculty member having peer-reviewed papers in a variety of journals across many professional and academic disciplines. Additionally, the field of public health places a value on disseminating results to practitioners. As such, dissemination may include practitioner focused journals, professional reports, policy recommendations, blogs, and potentially others. In these cases, tenured and tenure-track faculty are expected to seek peer review even if it is not built into the process of submitting such products to others. In addition, each tenured and tenure-track faculty member will need to track impact of non-traditional peer reviewed products for evidence to scholarship that will be included in their dossier.

Public health and health education research problems are typically complex and often require the expertise of different disciplines. Thus, the department encourages the use of teams to conduct research. These teams may include PHE faculty members, other UNCG faculty members, faculty members from other institutions, and our students. The use of teams is even more necessary if external funding is sought. Seldom can a single faculty member possess the needed expertise to be competitive in today’s funding environment at NIH, CDC, or major foundations. To be competitive for funding, teams must also have a track record of successful research and dissemination via the peer-review process.

PHE faculty members are expected to pursue external funding if it is needed to support their research and helps fund students in our graduate programs. In addition as an externally peer reviewed process, secured external funding is seen as an eminence measure of faculty scholarship. Over the past several years, Federal, State, and foundation funding budgets have remained the same or decreased, while the number of proposals have increased. We recognize that research having a significant impact can be carried out without external funding. Further, in many, if not most cases, it is better for faculty members to be engaged in research with students and colleagues than to keep pursuing funding that is not necessary for their work.

SERVICE:

Faculty members’ work in the area of service is dictated to a degree by CEPH, the accrediting body for academic public health programs. Two of CEPH’s accreditation criteria require programs to be actively engaged with their communities and to offer continuing education to professionals. The department recognizes, to the extent possible, that relationship building and engagement in community service sometime requires a heavy time commitment. Faculty members are also expected to share responsibility for curricula, program assessment, and faculty governance.
All faculty members are expected to engage in service determined through their workload assignments. Assistant professors (tenure-track faculty) will primarily perform service on the department and professional levels until they have successfully completed their tenure requirements. Associate and full professors (tenured) are expected to engage in university service as well. APT faculty will primarily perform department and school level service but, with advancement, may perform service at the university level. In addition, some portion of the faculty must engage in community-based and/or community-engaged service and research to enable the department to meet CEPH accreditation criteria. Further, it is expected that faculty members, commensurate with rank, will engage in some level of professional service such as editorial review or serving on professional panels, committees, boards, etc. as a means of staying in touch with national and state trends, policies, and opportunities. Such service is expected to inform our curricula and our Department-wide strategy for resource allocation and workload assignments.

Service activities are considered as part of the promotion and tenure review based on their importance to the discipline or profession, community and the mission of the University. When significant administrative duties are assigned, such as Chair of the Department, the evaluation across the three primary evaluation areas is adjusted. Where such duties were a temporary assignment, such as Acting Chair of the Department, this period of leadership and service will be given consideration in proportion to the total period of time being reviewed.

Participation in professional societies will be evaluated in terms of the influence that faculty members exert on the standing of their profession, the effect of their contributions on the development of the individual, and the extent to which these contributions reflect in a positive manner on the University. Special consideration will be given to substantial contributions to the profession including, but not limited to, such matters as election or appointment to offices or significant project leadership at the state, regional or national level. In the context of community-engaged service and leadership, faculty members may make significant contributions by partnering with community agencies, organizations and foundations to build the capacity of these entities and/or advance major initiatives.

**DIRECTED PROFESSIONAL ACTIVITY:**

In accordance with the *University Promotions and Tenure Guidelines and the School of HHS APT Policies, Guidelines and Procedures*, the department views “Directed Professional Activity” as an assigned activity or set of activities that goes beyond the traditional three-category model of faculty performance. Because of the applied nature of the department’s work, it is not uncommon for faculty to be given targeted tasks within the university and community. For these situations, workloads are adjusted within the faculty’s Annual Workplan and expectations of standard performance across the traditional three-category model of faculty performance are adjusted commensurate with the time commitment of the assigned Directed Professional Activity.