

Augustana College Public Health Program Guidelines for Tenure and Promotion

I. TEACHING

Teaching is a central role of faculty members at Augustana College, and the Public Health Program seeks to attract, retain, and promote faculty who achieve excellence in teaching. There are a number of concrete areas that the program examines to assess the quality of a faculty member's teaching:

1) Pedagogy and Teaching Methods

- The candidate is able to articulate why the particular teaching methods used in each course are the ones that most effectively engage students with the content and encourage student learning and provide evidence of the effectiveness of the pedagogies used.
- The candidate uses diverse delivery methods and demonstrates the willingness to adopt new pedagogies if they have the potential to increase student learning.
- The candidate's courses are well organized, both in terms of the course design before the term begins and also in terms of course management during the term. The candidate clearly and regularly communicates the organizational logic of the course to students.
- Feedback on assignments is thorough and individualized, and is given to students in a timely manner.
- Grading policies are made clear to students, and grading practices are fair.
- The candidate's syllabi thoroughly outline the course's learning objectives and how they relate to the college's Student Learning Outcomes, required textbooks, relevant program and campus-wide policies (including the federally mandated Credit Hour Policy), class schedule, and assignments.

2) Course Content

- The content of the candidate's courses accurately reflect the course objectives as written in the syllabus and on the IDEA Center forms.
- The candidate is able to demonstrate that each course is tied to the College's student learning outcomes (SLOs) and program guidelines for core and supporting courses.
- Because we are a small, interdisciplinary program, the candidate's knowledge of the discipline should exhibit breadth, but because candidates must have disciplinary expertise, their knowledge of specialty areas within their discipline should exhibit depth and sophistication. This knowledge should be reflected in the courses the candidate teaches. The candidate should remain apprised of the cutting-edge debates and content in the discipline in general and in their specialty areas in particular.

3) Adapting to Assessment

- When the course design, content, delivery, or any other aspect of the candidate's teaching proves ineffective, they independently demonstrate the willingness and ability to alter and improve in these areas.
- Quantitative student feedback from course evaluations (IDEA Center forms or the like) demonstrates the candidate's ability to achieve excellence in teaching. For example, quantitative data from the current IDEA form regularly places the candidate close to the 4.0 mark or higher.

- The candidate takes student feedback into account in future iterations of a course and can demonstrate how feedback has been applied in efforts to improve student learning.

These teaching criteria will be assessed using diverse forms of data including but not limited to:

- The candidate's section on teaching in their case-making pre-tenure and tenure review statement
- The candidate's syllabi, course materials and assignments, and examples of student work
- Quantitative and qualitative data from the IDEA forms
- Interviews with current and former students
- Discussions with the tenured members of the program
- Teaching observations

In the months before the tenure (or pre-tenure) review, candidates will be asked to share these materials with colleagues on their tenure review committee. College policy does not require that the summary IDEA data be shared with tenured program colleagues, but we contend that sharing this information is extremely helpful, as it allows tenured tenure committee members to put favorable or unfavorable comments from students into a context of a more complete assessment of student responses. The program recognizes that good teaching means more than just good student evaluations. We value colleagues who are willing to research, develop, and assess new pedagogical models and styles of instruction, while keeping student welfare and learning as the ultimate goal.

The program emphasizes that it is the responsibility of each faculty member to build a portfolio of evidence that documents their development as a reflective teacher who catalyzes real learning in their courses.

4) Advising

We recognize the deep relationship between teaching and a student's interactions with faculty outside the classroom. Excellent advising involves a working knowledge of a student's dynamic goals and values, as well as serving as a catalyst for vocational and sometimes even personal reflection. This task is not limited to assigned advisees, and sometimes highly valuable mentoring work occurs with students in our classes or with students who choose to meet with us informally. This is a rewarding endeavor that is valued by our students. We recognize that mentoring relationships include heavy investments of time whose product cannot easily be quantified; however, we concur with the College's stance that one-on-one relationships built between faculty and students are often the most cherished product of an Augustana education. Following the first year of employment, the program expects candidates to actively participate in informal advising opportunities as well as structured advising sessions, particularly involving:

- Prospective majors and minors
- Declared majors and minors
- First-year student advising program
- Internship selection, coordination and supervision
- Students undertaking Senior Inquiry projects
- Career and vocational decisions
- Graduate studies
- Admissions recruitment events and meeting with visiting students and families

Candidates should articulate their advising philosophy in their case-making statements for their pre-tenure and tenure reviews and provide evidence of how this philosophy is implemented to effectively mentor students during their years at Augustana. Such evidence could include an advising syllabus or examples of advising meeting notes.

II. SCHOLARSHIP

Program Philosophy on Faculty Scholarship

The Public Health Program is committed to the proposition that an active agenda of research and scholarship is an important component of the professional lives of faculty members at Augustana College. Moreover, we believe that these two expectations are not antithetical, but rather reinforce each other. To be more specific, we believe that scholarly activities may have a beneficial impact on teaching. The following policy applies to both tenure and promotion to full professor.

Program Requirements for Faculty Scholarship

- Candidates for tenure should be expected to publish at least *one article* in a peer-reviewed journal. The publishing venue need not be a flagship journal, but publications should appear in what are considered to be quality peer-reviewed journals.
- Given that the field also values books and book chapters, we think that such publications can be appropriate alternatives to journal articles. There is a wide range of available venues to scholars, including but not limited to those listed below. The following academic publishers constitute the most prestigious University presses: the University of California Press Cambridge University Press, the University of Chicago Press, Harvard University Press, Oxford University Press, Princeton University Press, Stanford University Press, and Yale University Press. There are a range of solid university presses in the second tier, including Columbia University Press, Duke University, the University of Michigan Press, the University of Minnesota Press, the University of Wisconsin Press, the University of Nebraska Press, the University of Oklahoma Press, the University of Colorado Press, the University of Toronto Press, the University of Illinois Press, the University of North Carolina Press, and the University of Virginia Press. In addition, a number of for-profit publishers can be included in this tier, including Blackwell Publishing, Palgrave, Polity Press, Routledge, Berghahn, Bloomsbury, Left Coast, Waveland, and Sage.
- We recognize that scholars in Public Health disciplines collaborate with colleagues on research projects and, therefore, co-author publications. However, given that our program expects faculty member to demonstrate independent contributions to the field, the candidate for tenure or promotion needs to be the sole author or the first author for the publications described above.
- Some junior faculty come to Augustana with publications, either produced during graduate school or in faculty appointments elsewhere. These publications will not count toward the publication requirement for tenure. Publications from a candidate's dissertation that appear after they begin their position at Augustana will count toward the publication requirement for tenure.
- Paper presentations at professional conferences are an important part of being professionally engaged, and we both expect and encourage faculty members to present

papers at regional, national, and/or international conferences regularly. Such presentations ought to be supported by the college by providing travel funding, and they ought to be recognized when allocating merit scores. However, we have concluded that conference papers are not a legitimate substitute for publications. Indeed, most published articles were once conference presentations, with the latter serving as early drafts of a work in progress. The reason they are presented at conferences is that they are not ready for publication.

- We want to encourage faculty members to involve students in their work whenever possible and again would press for the college to financially support such student/faculty partnerships. We also think that such collaborations ought to be rewarded in merit scores, both in the teaching and scholarship areas. However, we do not think that such collaborations ought to be factored into the criteria we have laid out for decisions concerning tenure and promotion to full professor, unless such a collaboration yields a peer reviewed publication.

III. SERVICE

Service to the Program

Beyond mentoring and active engagement with student welfare, all faculty members are expected to invest in the life and work of the program. Faculty members are strongly encouraged to share pedagogy, advising/mentoring, and research ideas with their colleagues. Engagement in the life of the program includes regular meeting and program event attendance, participation in curricular discussions, participation in planning of program events such as speakers series, participation in other program subcommittees, interviewing job candidates, as well as full participation in assessment activities and the advising of student clubs.

Service to the College

As representatives of the program and Social Sciences Division, faculty members should contribute their time and talents to the needs of the College. Such contributions may include representing the program at admissions events, meeting with prospective students, and accompanying students to conferences.

The program expects its members to be involved in no more than one high commitment committee or activity per year (e.g., EPC, General Education Committee, Faculty Welfare), which might be complemented by no more than a couple of committees with smaller time commitments (e.g., Advising Committee, Diversity Initiatives Committee, Faculty Research Committee, etc.). Any request which exceeds these recommended caps must be approved by the program chair. First-year faculty members will not be permitted to take on committee work.

Service to the Community

We respect and encourage our faculty members' service to local, national and international communities, including professional or scholarly communities. Faculty members who use their expertise to serve such communities model the values of leadership and service we hope to cultivate in our students. While we do not require that our colleagues engage in community service for the purposes of obtaining tenure or promotion, we encourage community engagement as a way to promote strong connections between Augustana's Public Health Program and local Public Health stakeholders. Faculty members may choose to use community service and engagement as a component of their tenure and promotion review.

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