University of Kentucky
College of Health Sciences

Evidences for Promotion & Tenure

The College of Health Sciences (CHS) Evidences Document was developed to provide faculty and administrators with key activities and associated activities that exemplify and illustrate the criteria for appointment, promotion and achievement of tenure (where applicable) in the faculty title series represented in the College: Clinical, Lecturer, Regular, Research, and Special title series. These evidences are based on University of Kentucky Administrative Regulation criteria and support the tri-part mission of CHS.

The document was developed by a committee appointed by the CHS Faculty Council, with substantial input from College faculty and administrators. The final document was approved by the faculty through a College vote and by the Dean of the College on April 7, 2010. The document should serve as a guide to illustrate required and expected evidences for promotion and tenure, as well as examples of additional evidences which add to the evaluation of merit. The document is not designed to include all possible examples of evidentiary outcomes for promotion and tenure nor is it intended to be considered a checklist of requirements.

The mission of the College of Health Sciences is primarily supported by faculty activity in three areas: Scholarly Productivity, Instruction and Service. The following three paragraphs provide an overview of the expectations for these areas.

SCHOLARLY PRODUCTIVITY. All CHS faculty members are expected to be scholars and exhibit a career-long commitment to excellence and productivity. Traditional research through the scholarship of discovery is highly valued and expected in many positions. The faculty members in the College of Health Sciences also value the broadened scope of scholarship as defined by Boyer and others (1990), inclusive of the scholarship of integration, application, teaching, and engagement. The requirements for outcomes related to scholarship for each faculty will be determined by the faculty title series, position description, DOE, and programmatic demands. It is recognized that programmatic demands result in some faculty having little time allotted to scholarship dissemination. In such cases this is agreed upon in the position description, contract, and DOE. All faculty members are nevertheless expected to demonstrate a scholarly approach to their work.

INSTRUCTION. The College has a long history of excellence in teaching. It is expected that faculty members will contribute to the teaching mission when appropriate for the title series, and will demonstrate continued growth in this area throughout their academic careers. While most teaching assignments are related to didactic and clinical teaching, there is a growing need for mentoring of students in the area of research. Both types of teaching are needed and valued.

SERVICE. Given the land grant mission of the University and the need for outreach related to allied health issues, service is an important component of faculty productivity. The College has the expectation that faculty members engage in service activities that will have a positive impact on the College, University, community, state and nation. There is also an expectation that faculty members will be active in professional associations at the state or national level.

It is expected that the collective outcomes of the faculty of each program will facilitate excellence in contributing to the three primary domains of the University and College mission: education, research, and service. The extent of the focus in each of these domains will vary considerably for each individual faculty member, underscoring the importance of the contributions of the group as a whole in meeting the institutional missions. The faculty title series, the position description, the DOE, and programmatic demands and accreditation standards are determinants of the amount of time each faculty member devotes to each key domain of the mission. The evaluation of the faculty member's performance will reflect these determinants and the evidences needed for promotion. Depth and breadth of outcomes, quality and quantity of outcomes, and the cumulative professional trajectory will be considered in all evaluations. Ultimately, excellence will be defined by the impact of the individual's work on students, colleagues, patients, clients, the profession, and/or the community.

Boyer, E. (1990). *Scholarship reconsidered: Priorities for the professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching