

University of Kentucky
College of Public Health
Evidence of Excellence Statements

May 13, 2010

Department of Biostatistics
Department of Epidemiology
Graduate Center and Department of Gerontology
Department of Health Behavior
Department of Health Services Management
Department of Preventive Medicine and Environmental Health

Each of the evidence of excellence documents included in this report has been reviewed and approved by both the faculty of the relevant department and the Faculty Council of the College.

Adopted 5/13/10

**Department of Biostatistics
Guidelines for Faculty
Evidence of Excellence**

University of Kentucky
2010

REGULAR TITLE SERIES FACULTY AND JOINT APPOINTMENTS

The Department of Biostatistics is committed to providing excellence in teaching, scholarly and collaborative research, and service. To sustain this commitment the department will maintain appropriate standards for assessing excellence and will mentor and monitor faculty to ensure that these standards are being met. Faculty evaluation for promotion and tenure will be based upon a continuing record of effective and committed teaching; innovative scholarship, substantive collaborative research, and effective service. All faculty members are expected to maintain these standards of excellence throughout their employment at the University of Kentucky.

Guidelines

Tenure and promotion to Associate Professor

Teaching: The successful candidate for promotion to Associate Professor with tenure will demonstrate a continuing record of high-quality and effective teaching, ability to direct MPH capstone projects, and the potential for advising doctoral students. A balanced teaching responsibility at the graduate level: MPH versus doctoral level is required unless otherwise specified in the terms of the appointment. It is desirable to demonstrate teaching expertise in both the small classroom setting and large lectures. Formal and informal advising for graduate students is an important aspect of teaching and is highly desirable. Teaching assessment will include a review of the candidate's quantitative and qualitative teaching evaluations conducted each semester and other student ratings and comments, and an evaluation of a teaching portfolio. A portfolio should contain a teaching philosophy statement, course syllabi and materials, letters from current and former students, departmental-, college-, or university-level teaching awards, and other materials that may attest to the candidate's teaching effectiveness. Evidence of excellence in teaching includes:

- (i) Teaching evaluations that consistently exceed the college average at all levels: small classroom and large lecture;
- (ii) Student driven nominations for teaching awards at the college and/or university levels;
- (iii) Refereed teaching publications, preferably first authored;
- (iv) Writing innovative teaching materials;
- (v) Co-Directing high quality MPH capstone committees that result in refereed publications;
- (vi) Co-directing a doctoral dissertation;
- (vii) Receiving external or competitive internal funding to support teaching/learning projects.

Research: The successful candidate for promotion and tenure must demonstrate substantive, original, innovative intellectual contributions to scholarship through publication of research in appropriate venues and must demonstrate an ability to do collaborative research in a team setting. The candidate must also provide evidence of a long-term commitment to scholarly research and publication. Scholarly accomplishment will be measured by work published and, where appropriate, external funding. Scholarly journal papers, book chapters, and book manuscripts should be placed in high quality peer-reviewed outlets, those journals and presses generally regarded by colleagues in one's sub-discipline as the top tier publications as reflected in their selectivity, influence, and reputation for publishing innovative scholarship. While collaborative research with colleagues or students is encouraged, it is also important that one demonstrate scholarly independence and leadership. Multi-disciplinary research and publication is expected, but such work should include, either within that publication or perhaps in a separate one, substantive contributions to our discipline. Generally, research work whose only publication outlet is in non-refereed proceedings and volumes or appears in low impact journals are of little value in a promotion dossier. Evaluation by external reviewers is required for the promotion dossier. Evidence of excellence in research includes:

- (i) First authored manuscripts in high quality, refereed journals;
- (ii) Extramural funding to support scholarly research; preferably as principal investigator;
- (iii) A substantive record of collaborative publications in high quality, refereed journals that emanate from funded collaborative projects and that use in a clear way modern statistical methodology; some of these publications should be first authored;
- (iv) Extramural funding to support collaborative research at the recommended college level (currently 25% of the salary supported by the College of Public Health); this portfolio should include participation in large research projects such as program project awards and or Research Center Core support;
- (v) Awards and other formal acknowledgements by peers at regional and national levels;
- (vi) Presentation of invited papers at international and national meetings;
- (vii) Creating and publishing novel statistical software.

Service: The efficient and productive functioning of the department, college, university, and one's disciplinary organization is the net product of collaborative effort by all unit members. Active and contributive service on departmental, college, and university committees as well as to academic organizations is expected and is considered demonstrative of one's contribution to the academic community. Evidence of excellence includes:

- (i) Election to office at the regional and national level;
- (ii) Membership of review panels for intramural and extramural funding agencies;
- (iii) Regular reviewing of manuscripts in high quality journals;
- (iv) Serving as program chair or in similar position at a regional/national meeting;
- (v) Serving as consultant at the regional/national/international level;
- (vi) Contributing in a significant way toward improving public health practice;

Promotion to Professor

Promotion to Professor requires that the faculty member has realized the professional promise implicit in the award of tenure. They must be recognized by distinguished peers nationally and internationally as having achieved a renowned research record in their chosen sub-discipline. They must maintain the standards of productivity and excellence in research expected for promotion and tenure. Furthermore, the prospects of future contributions will be considered. They must maintain the standards of excellence in teaching expected for promotion and tenure.

They are expected to direct doctoral dissertations and to provide support for graduate students, as appropriate. Where appropriate, they are expected to contribute to curriculum development, innovative approaches to existing courses, and/or educational outreach. Published introductory textbooks are considered to be contributions to educational outreach and service to the professional community. A record of recent external funding is expected. They are expected to contribute significantly to the functioning of the department and provide a high level of service to the college, university, the larger community, as well as their discipline. Evidence of excellence includes items listed above for promotion from the assistant professor level except where the bar for excellence has been raised as indicated below:

Teaching:

- (i) Direct doctoral dissertations that result in refereed publications;
- (ii) Win a teaching award at the College or University level;
- (iii) Author a textbook or equivalent teaching materials;
- (iv) Write new, innovative curricula;
- (v) Secure extramural funding to train graduate students.

Research:

- (i) Establish a record of regular research funding to support scholarly research;
- (ii) Direct an extramurally funded core in biostatistics in a large grant;
- (iii) Secure extramural funding for a service center such as a data coordinating center;
- (iv) Frequent citation of publications.

Service:

- (i) Election to a national or international office;
- (ii) Editor or Associate editor of a high quality journal;
- (iii) Member of a standing grant review committee at the national level;
- (iv) Serving an administrative leadership role at the college or university level;
- (v) Serving as an officer in the Faculty Senate.

Guidelines for Full Professors

Full professors are expected to maintain the standards of productivity and excellence in teaching, research, and service required for promotion to the rank of professor. They are expected to mentor and support faculty development at all ranks. Continued external funding is expected. They are expected to continue to contribute significantly to the functioning of the department, college and university and to provide leadership and support for faculty and students alike. They are expected to promote the reputation of the department not only in the University, but also in the national and international biostatistical community.

**Department of Epidemiology
Guidelines for Faculty
Evidence of Excellence**

University of Kentucky
2010

REGULAR TITLE SERIES FACULTY MEMBERS

The Department of Epidemiology is committed to providing excellence in teaching, individual and/or collaborative research, and service. To sustain this commitment the Department will maintain appropriate standards for assessing excellence and will mentor and monitor faculty to ensure that these standards are being met. Faculty evaluation for promotion and tenure will be based upon demonstrated development and progress toward excellence, evident across these domains: a continuing record of outstanding and committed teaching, innovative scholarship, substantive research, and effective service. All faculty members are expected to maintain these standards of excellence throughout their employment at the University of Kentucky.

Guidelines

For the Department

The Department of Epidemiology, Department Chairperson, and Faculty members have established standards to ensure that only fully deserving faculty members are promoted. In this regard, the following guidelines provide a reference for both the faculty member under consideration and the Department Chairperson to assist in developing an outstanding faculty member. The Chairperson and senior faculty members within the department have the responsibility to consistently and regularly inform and document the progress of each assistant and associate faculty member with respect to evidence of excellence, as this would relate to his or her candidacy for promotion.

For the Faculty Member

Tenure and Promotion to Associate Professor

Teaching: The successful candidate for promotion to Associate Professor with tenure will have demonstrated a continuous record of excellent and effective teaching and capstone direction. Teaching expertise in both the small classroom or seminar setting and larger lectures is desirable, as are formal and informal advising. The teaching assessment will include a review of the candidate's quantitative and qualitative teaching evaluations conducted each semester, other student ratings and comments, and an evaluation of additional components of the teaching portfolio. A portfolio should contain a teaching philosophy statement, course syllabi and materials, letters from current and former students, departmental-, college-, or university-level teaching awards, and other materials that may attest to the candidate's teaching effectiveness. Examples of evidence of excellence in teaching include:

- (i) Teaching evaluations that consistently meet or exceed the college average;
- (ii) Effective teaching in other colleges, e.g., Colleges of Pharmacy, Nursing, or Medicine;
- (iii) Awards for teaching at the college and/or university levels;
- (iv) Refereed teaching publications, preferably those that are first authored;

- (v) Developing new courses and/or innovative teaching materials;
- (vi) Membership on committees, or directing or co-directing high quality master's or doctoral level committees (especially those that result in refereed publications or other products indicating excellence);
- (vii) Student placement in jobs after graduation;
- (viii) Receiving external or competitive internal funding to support teaching/learning projects.

Research: The successful candidate for promotion and tenure must demonstrate substantive, original, innovative intellectual contributions to scholarship through communication of research in appropriate venues. Demonstration of an ability to do collaborative research in a team setting is desirable. The candidate must also provide evidence of a long-term commitment to scholarly research and publication. Scholarly accomplishment will be measured by work published and external funding. Scholarly journal papers, book chapters, and book manuscripts should be placed in high quality peer-reviewed outlets, those journals and presses generally regarded in their field as the top tier publications as reflected in their selectivity, influence, and reputation for publishing innovative scholarship. While collaborative research with colleagues or students is encouraged, it is also important that one demonstrate scholarly independence and leadership. Multidisciplinary and interdisciplinary research and publication are encouraged as are publications that contribute to the broad interdisciplinary field of epidemiology. Generally, research work whose only publication outlet is in non-refereed proceedings and volumes or appears in low impact journals is of lesser importance in a promotion dossier unless such work can be demonstrated to make a major service contribution. Evaluation by external reviewers is required for the promotion dossier. Examples of evidence of excellence in research include:

- (i) First authored or senior authored manuscripts in high quality, refereed journals;
- (ii) Extramural funding to support scholarly research, preferably as principal investigator;
- (iii) Collaborative research as demonstrated through the development, funding acquisition, conduct, and reporting of research efforts in high quality refereed journals;
- (iv) Extramural funding to support research, preferably at the recommended college level (currently 30% of the salary supported by the College of Public Health);
- (v) Awards, invitations or other formal acknowledgements by peers at regional and national levels;
- (vi) Presentation of papers at regional or national meetings;
- (vii) Presentations/lectures at other universities.

Service: The efficient and productive functioning of graduate centers, departments, colleges, universities, and professional organizations is the net product of collaborative effort by all unit members. Active and contributive service on departmental, college, and university committees as well as participation in academic and professional organizations is expected and is considered demonstrative of one's contribution to the academic community and to the public constituency of the University. Examples of evidence of excellence in service include:

- (i) Membership on the committees of professional organizations at the regional and/or national level, especially those with a epidemiology focus or relationship to epidemiology;
- (ii) Membership on review panels for intramural and extramural funding agencies;
- (iii) Regular reviewing of manuscripts in high quality journals;
- (iv) Service on a journal editorial board;
- (v) Serving as program chair or in a comparable position at a regional/national meeting;
- (vi) Serving as consultant at the regional/national/international level;

- (vii) Contributing in a significant way toward improving the quality of epidemiology or public health practice.

Promotion to Professor

Promotion to Professor requires faculty members to be recognized by peers nationally and internationally as having achieved a distinguished research record in their chosen discipline. They must continue to uphold the standards of productivity and excellence in research that are expected for promotion and tenure. The prospect of future contributions will also be considered. They are expected to direct doctoral dissertations and to provide support for graduate students as appropriate. Where appropriate, they are expected to contribute to curriculum development, innovative approaches to existing courses, or educational outreach. Published introductory textbooks are considered to be contributions to educational outreach and service to the professional community. A record of recent external funding is expected. Faculty members are expected to contribute significantly to the functioning of the department and provide a high level of service to the college, university, and the larger community, as well as to their discipline of epidemiology. Evidence of excellence includes those listed above for promotion from the associate professor level except where the bar for excellence has been raised as follows:

Teaching:

- (i) Direct doctoral dissertations, especially those that result in refereed publications;
- (ii) Author a textbook or equivalent teaching material;
- (iii) Win a teaching award at the college or university level;
- (iv) Write new, innovative curricula;
- (v) Secure extramural funding to train or support graduate students.

Research:

- (i) Establish a record of regular research funding to support scholarly research;
- (ii) Direct an extramurally funded part of a large grant;
- (iii) Secure multi-year extramural funding for a research center or institute;
- (iv) Submit publications that are cited frequently.

Service:

- (i) Election to a national or international office;
- (ii) Editor or Associate editor of a high quality journal;
- (iii) Member of a standing grant review committee at the national level;
- (iv) Serving an administrative leadership role at the college or university level;
- (v) Serving as an officer on the Faculty Senate; chairperson of dean reviews, on area committees, Institutional Review Boards, or other substantive roles on university-level committees;
- (vi) Service on major public state, regional, or national boards or councils, especially (though not exclusively) those that are directly linked to epidemiology.

Guidelines for Full Professors

Full professors are expected to maintain the standards of productivity and excellence in teaching, research, and service required for promotion to the rank of professor. They are expected to mentor and support faculty development at all ranks. Continued external funding is highly desirable. Full professors are expected to continue to contribute significantly to the functioning of the department, college, and university and to provide leadership and support for faculty and students alike. They are expected to promote the reputation of the department not

only in the University, but also in the national and international scholarly, research, and service community.

**Graduate Center for Gerontology
Guidelines for Faculty
Evidence of Excellence**

University of Kentucky
2010

REGULAR TITLE SERIES FACULTY MEMBERS

The Graduate Center for Gerontology (GCG) and Department of Gerontology is committed to providing excellence in teaching; scholarly, individual and/or collaborative research; and service. To sustain this commitment the Center/Department will maintain appropriate standards for assessing excellence and will mentor and monitor faculty to insure that these standards are being met. Faculty evaluation for promotion and tenure will be based upon demonstrated development and progress toward excellence, evident across these domains: a continuing record of outstanding and committed teaching, innovative scholarship, substantive research, and effective service. All faculty members are expected to maintain these standards of excellence throughout their employment at the University of Kentucky.

Guidelines

For the Department

The Department of Gerontology, Department Chairperson, and Faculty members have established standards to ensure that only fully deserving faculty members are promoted. In this regard, the following guidelines provide a reference for both the faculty member under consideration and the Department Chairperson to assist in developing an outstanding faculty member. The Chairperson and senior faculty members within the department have the responsibility to consistently and regularly inform and document the progress of each assistant and associate faculty member with respect to evidence of excellence, as this would relate to his or her candidacy for promotion.

For the Faculty Member

Tenure and Promotion to Associate Professor

Teaching: The successful candidate for promotion to Associate Professor with tenure will have demonstrated a continuous record of high-quality teaching, served on committees, have the capacity for directing or co-directing master's and doctoral level students, and demonstrated potential for advising doctoral students. It is desirable to demonstrate teaching expertise in applicable and appropriate classroom settings. Formal and informal advising of graduate students is an important aspect of teaching and is highly desirable. The teaching assessment will include a review of the candidate's quantitative and qualitative teaching evaluations conducted each semester, other student ratings and comments, and an evaluation of additional components of the teaching portfolio. A portfolio should contain a teaching philosophy statement, course syllabi and materials, departmental-, college-, or university-level teaching awards, and other materials that may attest to the candidate's teaching effectiveness. Examples of evidence of excellence in teaching include:

- (i) Teaching evaluations that consistently meet or exceed the college average;
- (ii) Awards for teaching at the college and/or university levels;

- (iii) Refereed teaching publications, preferably those that are first authored;
- (iv) Developing new courses and/or innovative teaching materials;
- (v) Membership on committees, or directing or co-directing high quality master's or doctoral level committees (especially those that result in refereed publications or other products indicating excellence);
- (vi) Student placement in jobs after graduation;
- (vii) receiving external or competitive internal funding to support teaching/learning projects.

Research: The successful candidate for promotion and tenure must demonstrate substantive, original, innovative intellectual contributions to scholarship through communication of research in appropriate venues. Demonstration of an ability to do collaborative research in a team setting is desirable. The candidate must also provide evidence of a long-term commitment to scholarly research and publication. Scholarly accomplishment will be measured by work published and, where appropriate, external funding. Scholarly journal papers, book chapters, and book manuscripts should be placed in high quality peer-reviewed outlets, those journals and presses generally regarded in their field as the top tier publications as reflected in their selectivity, influence, and reputation for publishing innovative scholarship. While collaborative research with colleagues or students is encouraged, it is also important that one demonstrate scholarly independence and leadership. Multidisciplinary and interdisciplinary research and publication are encouraged as are publications that contribute to the broad interdisciplinary field of gerontology. Generally, research work whose only publication outlet is in non-refereed proceedings and volumes or appears in low impact journals is of lesser importance in a promotion dossier unless such work can be demonstrated to make a major service contribution. Evaluation by external reviewers is required for the promotion dossier. Examples of evidence of excellence in research include:

- (i) First authored manuscripts in high quality, refereed journals;
- (ii) Extramural funding to support scholarly research as principal investigator;
- (iii) Collaborative research as demonstrated through the development, funding acquisition, conduct, and reporting of research efforts;
- (iv) Extramural funding to support research, preferably at the recommended college level;
- (v) Awards, invitations or other formal acknowledgements by peers at regional and national levels;
- (vi) Presentation of papers at regional or national meetings;
- (vii) Presentations/lectures at other universities;
- (viii) Further developing and/or creating and publishing novel gerontological measures or research instruments;
- (ix) Advancing or developing innovative theory;
- (x) Acknowledgement of and innovation in holistic and integrative research efforts.

Service: The efficient and productive functioning of graduate centers, departments, colleges, universities, and professional organizations is the net product of collaborative effort by all unit members. Active and contributive service on departmental, college, and university committees as well as participation in academic and professional organizations is expected and is considered demonstrative of one's contribution to the academic community and to the public constituency of the University. Examples of evidence of excellence in service include:

- (i) Membership on professional service-related committees at the regional and/or national level, especially those with a gerontological focus or relationship to gerontology;
- (ii) Membership on review panels for intramural and extramural funding agencies;
- (iii) Regular reviewing of manuscripts in high quality journals;
- (iv) Service on a journal editorial board;
- (v) Serving as program chair or in a comparable position at a regional/national meeting;
- (vi) Serving as consultant at the regional/national/international level;
- (vii) Contributing in a significant way toward improving the quality of gerontological or public health practice.

Promotion to Professor

Promotion to Professor requires that the faculty member has realized the professional promise implicit in the award of tenure. He or she must be recognized by distinguished peers nationally and internationally as having achieved a renowned record in chosen area/s of scholarship and research. The faculty member must maintain standards of productivity and excellence in scholarship and research expected for promotion and tenure. Furthermore, the prospects of future contributions will be considered. He or she must maintain standards of excellence in teaching expected for promotion and tenure. He or she is expected to direct doctoral dissertations and to provide support for graduate students as appropriate. Where appropriate, the faculty member is expected to contribute to curriculum development, innovative approaches to existing courses, and/or educational outreach. Published introductory textbooks are considered to be contributions to educational outreach and service to the professional community. A record of recent external funding is highly desirable. Faculty members are expected to contribute significantly to the functioning of the department and provide a high level of service to the college, university, and the larger community, as well as to the field of gerontology. Evidence of excellence includes those indicators listed above for promotion from the assistant professor level except, where the bar for excellence has been raised as indicated below:

Teaching:

- (i) Direct doctoral dissertations, especially those that result in refereed publications;
- (ii) Win a teaching award at the university or national level;
- (iii) Write new, innovative curricula.

Research:

- (i) Establish a record of regular research funding to support scholarly research;
- (ii) Secure extramural funding for a service center or program;
- (iii) Frequent citation of publications.

Service:

- (i) Election to a national or international office;
- (ii) Editor or Associate editor of a high quality journal;
- (iii) Member of a standing grant review committee at the national level;
- (iv) Serving an administrative leadership role at the college or university level;
- (v) Serving as an officer on the Faculty Senate; chairperson of dean reviews, on area committees, Institutional Review Boards, or other substantive roles on university-level committees;
- (vi) Service on major public state, regional, or national boards or councils, especially (though not exclusively) those that are directly linked to gerontology.

Guidelines for Full Professors

Full professors are expected to maintain the standards of productivity and excellence in teaching, research, and service required for promotion to the rank of professor. They are expected to mentor and support faculty development at all ranks. Continued external funding is highly desirable. Full professors are expected to continue to contribute significantly to the functioning of the graduate center, department, college, and university and to provide leadership and support for faculty and students alike. They are expected to promote the reputation of the department not only in the University, but also in the national and international scholarly, research, and service community.

**Department of Health Behavior
Guidelines for Faculty
Evidence of Excellence**

University of Kentucky
2010

REGULAR TITLE SERIES FACULTY MEMBERS

The Department of Health Behavior is committed to providing excellence in teaching; scholarly, individual and/or collaborative research; and service. To sustain this commitment the Department will maintain appropriate standards for assessing excellence and will mentor and monitor faculty to insure that these standards are being met. Faculty evaluation for promotion and tenure will be based upon demonstrated development and progress toward excellence, evident across these domains: a continuing record of outstanding and committed teaching, innovative scholarship, substantive research, and effective service. All faculty members are expected to maintain these standards of excellence throughout their employment at the University of Kentucky.

Guidelines

For the Department

The Department of Health Behavior, Department Chairperson, and faculty members have established standards to ensure that only fully deserving faculty members are promoted. In this regard, the following guidelines provide a reference for both the faculty member under consideration and the Department Chairperson to assist in developing an outstanding faculty member. The Chairperson and senior faculty members (Full Professors) within the department have the responsibility to consistently and regularly inform and document the progress of each assistant and associate faculty member with respect to evidence of excellence, as this would relate to his or her candidacy for promotion.

For the Faculty Member

Tenure and Promotion to Associate Professor

The rank of Associate Professor, with tenure, represents advanced standing in academia and it represents a lifetime commitment on the part of the Department, College, and University to support the academic endeavors of the person holding this rank. Advancing to this rank requires a demonstration of proficiency in research, teaching, and service. The purpose of this document is to operationalize this proficiency. The candidate will be asked to present a dossier and provide a "job talk" that demonstrates adequate proficiency for advancement.

Teaching: The successful candidate for promotion to Associate Professor with tenure will have demonstrated a continuous record of high-quality teaching, served on committees, have the capacity for directing or co-directing master's and doctoral level students, and demonstrated potential for advising doctoral students. Quality teaching, at the graduate level, is held in high-esteem in the Department. The successful candidate for promotion to Associate Professor with tenure must therefore establish his/her excellence in this arena of the academy. Although overall teaching evaluation scores are important, it is widely recognized that teaching includes

student advising, capstone committee work, writing instructional documents such as textbooks, and serving on CPH committees (or national committees) that shape the coursework and academic structures that define the available degree programs. The teaching portfolio should be a featured part of the candidate's job talk and the talk should include an in-depth defense of that portfolio as demonstrating excellence in teaching. A portfolio should contain a teaching philosophy statement, course syllabi and materials, departmental, college, or university-level teaching awards, and other materials that may attest to the candidate's teaching effectiveness.

Research: Because the University of Kentucky is a research institution and because research is highly valued in the Department of Health Behavior, demonstrating proficiency in research is mandatory for promotion to this rank. The successful candidate will be able to show that she/he has established a well-defined research agenda – one that is tightly centered on a focal point that is significant in public health research and practice. The candidate should be able to provide extensive evidence that she/he has become known for work in this defined area of research. The best evidence is a publication record in peer-reviewed journals, followed by book chapters, oral conference presentations, and poster presentations at professional meetings. A dossier that includes multiple peer-reviewed publications (in press or published) within the field of health behavior will constitute “best evidence” of research. Given the teaching and service load, the applicant should strive to publish at least two articles in peer reviewed journals each year. It is preferable to publish manuscripts that follow a research trajectory thereby demonstrating expertise in at least one very specific area of health behavior research. The candidate is invited to demonstrate research proficiency, during the job talk, using other levels of evidence (book chapters, conference presentations, etc.). By the time of candidacy for Associate rank, with tenure, the candidate should have been awarded (as PI) at least one externally funded grant that she/he can defend as being a substantial “forerunner” to a grant of an R01 magnitude. The connections between this grant and the candidate's record of scholarship around the chosen focal point should be clearly articulated during the job talk. The job talk should also show how the record of scholarship, combined with at least the one grant, will lead to obtaining a grant of an R01 magnitude. Candidates who have already received an R01 (or grant of a similar magnitude) should describe their plans for the next R01 (or grant of a similar magnitude). Although not required, candidates who can also demonstrate research proficiency at a broad-level will be evaluated favorably. Broad-level proficiency includes research and scholarship that has a wide impact on public health such as theory, methods, and policy. Again, the best evidence of this proficiency comes from a publication record in peer-reviewed journals, followed by book chapters, oral conference presentations, and poster presentations at professional meetings.

Service: Service records are also important. Although service to the Department, the College, and the University are all valued, the successful candidate must also demonstrate a record of service to the profession. Evidence of this service includes serving on NIH or CDC study sections, serving on editorial boards, serving as a reviewer for various journals, and serving as a committee member in professional organizations such as APHA and SOPHE.

Promotion to Professor

Promotion to the rank of Full Professor requires that the faculty member has realized the professional promise implicit in the award of tenure. He or she must be recognized by distinguished peers nationally and internationally as having achieved a renowned record in chosen area/s of scholarship and research. The faculty member must maintain standards of productivity and excellence in scholarship and research expected for promotion and tenure.

Furthermore, the prospects of future contributions will be considered. He or she must maintain standards of excellence in teaching expected for promotion and tenure.

The academic rank of full professor, with tenure, represents a pinnacle of achievement and the highest standing in academia. A Full Professor is respected as a leader, a role model, a mentor, and a devoted scholar. Advancing to this rank requires a demonstration of excellence in research, teaching, and service. The level of “excellence” expected in a full professor is national recognition at a minimum with international recognition being desired. The purpose of this document is to operationalize the minimal level of excellence required before an Associate Professor will be considered for advancement to the rank of Full Professor.

Guidelines for Full Professors

Because the University of Kentucky is a research institution and because research is highly valued in the Department of Health Behavior, demonstrating proficiency in research is mandatory for promotion to this rank. The successful candidate will be able to show that she/he has established a well-defined research agenda – one that is tightly centered on a focal point that is significant in public health research and practice. The candidate should be able to provide extensive evidence that she/he has become nationally known and respected for work in this defined area of research. The best evidence is a publication record in peer-reviewed journals, followed by book chapters, oral conference presentations, and poster presentations at professional meetings. A dossier that includes no less than 30 peer-reviewed publications (in press or published) within the field of health behavior is expected.

The candidate for full professor should have been awarded as PI (principal investigator) at least one externally funded grant lasting for five or more years. The department does not require that this grant be federally-funded and the amount of funding from the grant is not as relevant as being the principal investigator of such a grant.. Instead, the department wants to see evidence that the research grant is widely respected as advanced-level funding. The best objective marker demonstrating advanced-level funding is a long-term (5-year) grant.

Quality teaching, at the graduate level, is held in high-esteem in the Department. The successful candidate for promotion to full professor must therefore establish his/her excellence in this arena of the academy. Although overall teaching evaluation scores are important, it is widely recognized that teaching includes student advising, capstone committee work, writing instructional documents such as textbooks, and serving on CPH committees (or national committees) that shape the coursework and academic structures that define the available degree programs. The teaching portfolio should be a featured part of the candidate’s dossier and he/she should include an in-depth defense of that portfolio as demonstrating excellence in teaching.

Service records are also important. Although service to the Department, the College, and the University are all valued, the successful candidate must also clearly demonstrate a past and current record of service to the profession at the national and/or international level. Evidence of this service includes serving on NIH or CDC study sections, serving on editorial boards, serving as a reviewer for various journals, and serving as a committee member in professional organizations such as APHA and SOPHE.

**Department of Health Services Management
Guidelines for Faculty
Evidence of Excellence**

University of Kentucky
2010

REGULAR TITLE SERIES FACULTY AND JOINT APPOINTMENTS

The Department of Health Services Management is committed to excellence in teaching, scholarly research, and service. To sustain this commitment, the department will maintain appropriate standards for assessing excellence and will mentor and monitor faculty to insure that these standards are being met. Faculty evaluation for promotion and tenure will be based upon a continuing record of effective and committed teaching, innovative scholarship, substantive research, and effective service. All faculty members are expected to maintain these standards of excellence throughout their employment at the University of Kentucky.

Guidelines

Tenure and promotion to Associate Professor

Teaching: The successful candidate for promotion to Associate Professor with tenure will demonstrate a record of excellent and effective teaching and capstone direction. Teaching expertise in both the small classroom or seminar setting and larger lectures is desirable, as are formal and informal advising. Teaching assessment will include a review of the candidate's quantitative and qualitative teaching evaluations conducted each semester and other student ratings and comments, and an evaluation of the faculty member's teaching portfolio. A portfolio should contain a teaching philosophy statement, course syllabi and materials, letters from current and former students, departmental-, college-, or university-level teaching awards, and other materials that may attest to the candidate's teaching effectiveness. Examples of evidence of excellence in teaching include:

- (i) Teaching evaluations that consistently meet or exceed the college average at all levels, including seminar and larger lecture;
- (ii) Student driven nominations for teaching awards at the college and/or university levels;
- (iii) Refereed teaching publications, preferably first authored;
- (iv) Writing innovative teaching materials;
- (v) Co-directing masters-level capstone committees that result in refereed publications or presentations;
- (vi) Co-directing at least one DrPH capstone or doctoral dissertation;
- (vii) Receiving external or competitive internal funding to support teaching/learning projects.

Research: The successful candidate for promotion and tenure must demonstrate substantive, original, innovative intellectual contributions to scholarship through publication of research in appropriate venues and must demonstrate an ability to do collaborative research in a team setting. Scholarly accomplishment will be measured by work published and, where appropriate, external funding. Scholarly journal papers, book chapters, and book manuscripts should be placed in high quality peer-reviewed outlets, those journals and presses generally regarded by colleagues in the faculty member's sub-discipline as top tier publications with regard to their

selectivity, influence, and reputation for publishing innovative scholarship. While collaborative research with colleagues or students is encouraged, it is also important that one demonstrate scholarly independence and leadership. Multidisciplinary research and publication is expected, but such work should include, either within that publication or perhaps in a separate one, substantive contributions to the faculty member's own discipline. Generally, research work whose only publication outlet is in non-refereed proceedings and volumes or appears in low impact journals is of little value in a promotion dossier. Evaluation by external reviewers is required for the promotion dossier. Examples of evidence of excellence in research include:

- (i) First-authored manuscripts in high quality refereed journals;
- (ii) Extramural funding to support scholarly research, preferably as principal investigator or lead co-investigator for the faculty member's discipline;
- (iii) A substantive record of collaborative publications in high quality refereed journals, such as those resulting from funded collaborative projects;
- (iv) Extramural funding to support collaborative research at the recommended college level (currently 30% of the salary supported by the College of Public Health); this portfolio should include participation in large research projects such as program project awards or research center core support;
- (v) Awards and other formal acknowledgements by peers at regional and national levels;
- (vi) Presentation of peer-reviewed and invited papers at international and national meetings.

Service: The efficient and productive functioning of the department, college, university, and one's disciplinary organization is the product of collaborative effort by all unit members. Active and contributive service on departmental, college, and university committees as well as to academic organizations is expected and demonstrates one's contribution to the academic community. Examples of evidence of excellence include:

- (i) Election to office in professional organizations at the regional and national level;
- (ii) Membership on review panels for intramural and extramural funding agencies;
- (iii) Regular reviewing of manuscripts in high quality journals;
- (iv) Serving as program chair or in similar position at a regional or national meeting;
- (v) Serving as consultant at the regional, national, or international level;
- (vi) Contributing in a significant way toward improving disciplinary or public health practice.

Promotion to Professor

Promotion to Professor requires faculty members to be recognized by peers nationally and internationally as having achieved a distinguished research record in their chosen sub-discipline. They must continue to uphold the standards of productivity and excellence in research that are expected for promotion and tenure. The prospect of future contributions will also be considered. They are expected to direct doctoral dissertations and to provide support for graduate students. Where appropriate, they are expected to contribute to curriculum development, innovative approaches to existing courses, or educational outreach. Published introductory textbooks are considered to be contributions to educational outreach and service to the professional community. A record of recent external funding is expected. They are expected to contribute significantly to the functioning of the department and provide a high level of service to the college, university, and the larger community, as well as their discipline. Examples of evidence of excellence include those listed above for promotion from the assistant professor level except where the bar for excellence has been raised as indicated below:

Teaching:

- (i) Direct doctoral dissertations that result in refereed publications;
- (ii) Win a teaching award at the college or university level;
- (iii) Author a textbook or equivalent teaching materials;
- (iv) Write new, innovative curricula;
- (v) Secure extramural funding to train or support graduate students.

Research:

- (i) Establish a record of regular research funding to support scholarly research;
- (ii) Direct an extramurally funded part of a large grant;
- (iii) Secure multi-year extramural funding for a research center or institute;
- (iv) Submit publications that are cited frequently.

Service:

- (i) Election to a national or international office;
- (ii) Editor or Associate Editor of a high quality journal;
- (iii) Member of a standing grant review committee at the national level;
- (iv) Serving an administrative leadership role at the college or university level;
- (v) Serving as an officer in the University Senate.

**Department of Preventive Medicine and Environmental Health
Guidelines for Faculty
Evidence of Excellence**

University of Kentucky
2010

REGULAR TITLE SERIES FACULTY MEMBERS

The Department of Preventive Medicine and Environmental Health is committed to providing excellence in teaching, scholarly activity, individual and/or collaborative research, clinical practice and service. To sustain this commitment, the Department will maintain appropriate standards for assessing excellence and will mentor and monitor faculty to ensure that these standards are being met. Faculty evaluation for promotion and tenure will be based upon demonstrated development and progress toward excellence, evident across these domains: a continuing record of outstanding and committed teaching, innovative scholarship, substantive research, and effective service, including clinical practice when appropriate. All faculty members are expected to maintain these standards of excellence throughout their employment at the University of Kentucky.

Guidelines

For the Department

The Department of Preventive Medicine and Environmental Health, Department Chairperson, and Faculty members have established standards to ensure that only fully deserving faculty members are promoted. In this regard, the following guidelines provide a reference for both the faculty member under consideration and the Department Chairperson to assist in developing an outstanding faculty member. The Chairperson and senior faculty members within the department have the responsibility to consistently and regularly inform and document the progress of each faculty member at the assistant professor and associate professor level, with respect to evidence of excellence, as this would relate to his or her candidacy for promotion.

For the Faculty Member

Tenure and Promotion to Associate Professor

Teaching: The successful candidate for promotion to Associate Professor with tenure will have demonstrated a continuous record of excellent and effective teaching and student capstone/thesis/dissertation direction. Teaching expertise in both the small classroom or seminar setting and larger lectures is desirable, as are formal and informal advising. The teaching assessment will include a review of the candidate's quantitative and qualitative teaching evaluations conducted each semester, other student ratings and comments, and an evaluation of additional components of the teaching portfolio. A portfolio should contain a teaching philosophy statement, course syllabi and materials, letters from current and former students, departmental-, college-, or university-level teaching awards, and other materials that may attest to the candidate's teaching effectiveness. Examples of evidence of excellence in teaching include the following:

- (i) Teaching evaluations reflecting a level of high quality instruction as evidenced by evaluations, especially with regard to the faculty member's knowledge of the content and effective teaching, as well as peer review by colleagues and other appropriate evaluators;
- (ii) Evidence of teaching quality could include effective teaching in other colleges, e.g., Colleges of Pharmacy, Nursing, or Medicine;
- (iii) Awards for teaching at the college and/or university levels;
- (iv) Refereed teaching publications, preferably those that are first authored;
- (v) Developing new courses and/or innovative teaching materials;
- (vi) Membership on committees, or directing or co-directing high quality master's or doctoral level committees (especially those that result in refereed publications or other products indicating excellence);
- (vii) Student placement in jobs after graduation; receiving external or competitive internal funding to support teaching/learning projects;
- (viii) Receiving external or competitive internal funding to support teaching/learning projects;
- (ix) Additional evidence would be pass rates on comprehensive/certification examinations.

Research: The successful candidate for promotion and tenure must demonstrate substantive, original, innovative intellectual contributions to scholarship through communication of research in appropriate venues. Demonstration of an ability to do collaborative research in a team setting is desirable. The candidate must also provide evidence of a long-term commitment to scholarly research and publication. Scholarly accomplishment will be measured by work published and, where appropriate, external funding. Scholarly journal papers, book chapters, and book manuscripts should be placed in high quality peer-reviewed outlets, those journals and presses generally regarded in their field as the top tier publications as reflected in their selectivity, influence, and reputation for publishing innovative scholarship. While collaborative research with colleagues or students is encouraged, it is also important that one demonstrate scholarly independence and leadership. Multidisciplinary and interdisciplinary research and publication are encouraged as are publications that contribute to the broad interdisciplinary field of environmental health, preventive medicine and occupational health and safety. Generally, research work whose only publication outlet is in non-refereed proceedings and volumes or appears in low impact journals is of lesser importance in a promotion dossier unless such work can be demonstrated to make a major service contribution. Evaluation by external reviewers is required for the promotion dossier. Examples of evidence of excellence in research include the following:

- (i) First authored manuscripts in high quality, refereed journals; corresponding or senior authorship for student publications is also desirable;
- (ii) Extramural funding to support scholarly research, preferably as principal investigator;
- (iii) Collaborative research as demonstrated through the development, funding acquisition, conduct, and reporting of research efforts in high quality refereed journals;
- (iv) Extramural funding to support research, preferably at the recommended college level (currently 30% of the salary supported by the College of Public Health);
- (v) Awards, invitations or other formal acknowledgements by peers at regional and national levels;
- (vi) Presentation of papers at regional or national meetings;
- (vii) Presentations/lectures at other universities.

Service: The efficient and productive functioning of graduate centers, departments, colleges, universities, and professional organizations is the net product of collaborative effort by all unit members. Active and contributive service on departmental, college, and university committees as well as participation in academic and professional organizations is expected and is considered demonstrative of one's contribution to the academic community and to the public constituency of the University. Examples of evidence of excellence in service include:

- (i) Membership on the committees of professional organizations at the regional and/or national level, especially those with a focus in environmental health, occupational health and safety and preventive medicine;
- (ii) Membership on review panels for intramural and extramural funding agencies;
- (iii) Regular reviewing of manuscripts in high quality journals;
- (iv) Service on a journal editorial board;
- (v) Serving as program chair or in a comparable position at a regional/national meeting;
- (vi) Serving as consultant at the regional/national/international level;
- (vii) Contributing in a significant way toward improving the quality of public health practice, as well as practice in preventive medicine and occupational medicine;
- (viii) Obtaining and maintaining appropriate credentials and certifications, especially those that represent recognition of expertise beyond that of regular practitioners in the field.

Promotion to Professor

Promotion to Professor requires faculty members to be recognized by peers nationally and internationally as having achieved a distinguished research record in their chosen discipline. They must continue to uphold the standards of productivity and excellence in research that are expected for promotion and tenure. The prospect of future contributions will also be considered. They are expected to direct doctoral capstones/dissertations and to provide support for graduate students as appropriate. Where appropriate, they are expected to contribute to curriculum development, innovative approaches to existing courses, or educational outreach. Published introductory textbooks are considered to be contributions to educational outreach and service to the professional community. A record of recent external funding is expected. Faculty members are expected to contribute significantly to the functioning of the department and provide a high level of service to the college, university, and the larger community, as well as to their discipline of Preventive Medicine and Environmental Health. Evidence of excellence includes those listed above for promotion from the associate professor level except where the bar for excellence has been raised as indicated below:

Teaching:

- (i) Direct master's and doctoral projects, especially those that result in refereed publications;
- (ii) Author a textbook or equivalent teaching material;
- (iii) Win a teaching award at the college or university level;
- (iv) Write new, innovative curricula;
- (v) Secure extramural funding to train or support graduate students.

Research:

- (i) Establish a record of regular research funding to support scholarly research;
- (ii) Direct an extramurally funded part of a large grant;
- (iii) Secure multi-year extramural funding for a research center or institute;
- (iv) Submit publications that are cited frequently.

Service:

- (i) Election to a national or international office;
- (ii) Editor or Associate editor of a high quality journal;
- (iii) Member of a standing grant review committee at the national level;
- (iv) Serving an administrative leadership role at the college or university level;
- (v) Serving as an officer on the Faculty Senate; chairperson of dean reviews, on area committees, Institutional Review Boards, or other substantive roles on university-level committees;
- (vi) Service on major public state, regional, or national boards or councils, especially (though not exclusively) those that are directly linked to the mission of the Department of Preventive Medicine and Environmental Health.

Guidelines for Full Professors

Full professors are expected to maintain the standards of productivity and excellence in teaching, research, and service required for promotion to the rank of professor. They are expected to mentor and support faculty development at all ranks. Continued external funding is highly desirable. Full professors are expected to continue to contribute significantly to the functioning of the department, college, and university and to provide leadership and support for faculty and students alike. They are expected to promote the reputation of the department not only in the University, but also in the national and international scholarly, research, and service community.