

**Department of Health, Behavior & Society
University of Kentucky College of Public Health
Guidelines for Faculty
Evidence of Excellence**

University of Kentucky
2020

REGULAR TITLE SERIES FACULTY MEMBERS

The Department of Health, Behavior & Society 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 ensure that these standards are being met. Faculty evaluation for promotion and tenure will be based upon demonstrated development and progress towards 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 & Society, 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 Department Chairperson and tenured faculty 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 compile a dossier and provide a presentation on the candidate's program of research to Department faculty members 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 students' masters and/or doctoral committees, have the capacity for directing or co-directing undergraduate, master's and doctoral level students, and demonstrated potential for advising doctoral students. Quality teaching is held in high esteem in the Department. The successful candidate for promotion to Associate Professor with tenure must therefore establish excellence in this arena of the academy. Although overall teaching evaluation scores are important, teaching includes student advising, capstone and

dissertation 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. A teaching 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. Candidates should incorporate their excellence in teaching into their presentation of scholarship referenced earlier.

Examples of evidence of excellence in teaching include (but are not limited to):

- a) Teaching evaluations that consistently meet or exceed the college average;
- b) Effective teaching in other colleges, e.g., Colleges of Pharmacy, Nursing, or Medicine;
- c) Awards for teaching at the college and/or university levels;
- d) Refereed publications with a focus on teaching/pedagogy, preferably those that are first authored;
- e) Developing new courses and/or innovative teaching materials;
- f) Directing or co-directing high quality master's or doctoral level committees (especially those that result in refereed publications or other products indicating excellence);
- g) Receiving external or competitive internal funding to support teaching/learning projects;
- h) Mentored, peer-reviewed publications with students.

Research: Because the University of Kentucky is a research institution and because research is highly valued in the Department of Health, Behavior & Society, demonstrating excellence in research is mandatory for promotion to this rank. The successful candidate will be able to show an established, well-defined research agenda that is significant in public health research and/or practice. There should be extensive evidence that the candidate has become known for work in this defined area of research. It is well-recognized that challenging research problems require collaboration with other disciplines (i.e., team science). Collaboration between academic and community members can enhance translation of scientific knowledge for clinical and community programs. It is important that one demonstrate scholarly independence and leadership. In addition, the efforts of faculty working with other disciplines within teams and with community partners to improve public health and to translate research to practice will be acknowledged in the evaluation of excellence for tenure and promotion to associate professor.

The best evidence of excellence in research is a publication record in high-quality, peer-reviewed journals, followed by book chapters, oral conference presentations, poster presentations at professional meetings, and/or intellectual property and inventions. A dossier that includes multiple peer-reviewed publications (in press or published) will constitute "best evidence" of research. Publications that contribute to the broad interdisciplinary area of Health, Behavior and Society as well as multidisciplinary and interdisciplinary research and publication are encouraged. It is preferable to publish manuscripts that follow a research trajectory that demonstrates expertise in at least one very specific area of health behavior research. The candidate is invited to demonstrate research proficiency, during the presentation of their scholarship, using other levels of evidence (book chapters, conference presentations, etc.). In addition to dissemination of research scholarship, by the time of candidacy for Associate rank, with tenure, the best evidence of excellence includes having been awarded (as Principal Investigator [PI]) at least one externally funded grant that the candidate can defend as being consistent with a trajectory of substantial extramural funding in the near future. The connections between this grant and the candidate's record of scholarship around the chosen focal point should be clearly articulated. 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, poster presentations at professional meetings, and/or intellectual property and inventions.

Examples of evidence of excellence in research include:

- a) First authored or senior authored manuscripts in high quality, refereed journals;
- b) Extramural funding to support scholarly research, preferably as principal investigator;
- c) Collaborative research as demonstrated through the development, funding acquisition, conduct, and reporting of research efforts in high quality refereed journals;
- d) Awards, invitations or other formal acknowledgements by peers at regional and national levels;
- e) Presentation of papers at regional or national meetings;
- f) Presentations/lectures at other universities;
- g) Engagement in multi-disciplinary research (e.g., team science approaches);
- h) Development and/or continuation of community-engaged or community participatory research, projects, and/or partnerships that result in a significant impact on the field or community;
- i) Development and/or sustainment of regional or national community-engaged or community participatory research and/or interprofessional or multidisciplinary programs, projects, and/or partnerships that improve health, particularly those at the regional or national level.

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 federal grant 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, SOPHE, etc. Service should also be integrated into the presentation of scholarship described above.

Examples of evidence of excellence in service include:

- a) Membership on committees within the college and university; membership on the committees of professional organizations at the regional and/or national level, especially those with a focus on or relationship to Health, Behavior and Society;
- b) Membership on review panels for intramural and extramural funding agencies;
- c) Regular reviewing of manuscripts in high quality journals;
- d) Service on a journal editorial board;
- e) Serving as program chair or in a comparable position at a regional/national meeting;
- f) Serving as consultant at the regional/national/international level;
- g) Serving on community boards, public policy groups, or other community organizations in one's professional capacity;
- h) Contributing in a significant way toward improving the quality of research and/or public health practice relevant to Health, Behavior and Society.

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. The candidate 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. The candidate 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.

Teaching: Quality teaching 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 mentorship and advising, capstone and dissertation 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 should include an in-depth defense of that portfolio as demonstrating excellence in teaching.

In addition to the examples of evidence of excellence in teaching provided above, examples of evidence of the ongoing and expanded level of excellence for promotion to full professor includes (but is not limited to):

Direct doctoral dissertations, especially those that result in refereed publications;

- a) Author a textbook or equivalent teaching material;
- b) Win a teaching award at the college or university level;
- c) Develop new, innovative curricula and/or academic programs;
- d) Secure extramural funding to train or support graduate students.

Research: Because the University of Kentucky is a research institution and because research is highly valued in the Department of Health, Behavior & Society, demonstrating ongoing excellence above and beyond that documented in the promotion to Associate is mandatory for promotion to this rank. The successful candidate will be able to show that establishment of a well-defined research agenda that is significant in public health research and practice. The candidate should be able to provide extensive evidence of having become nationally and internationally known and respected for work in this defined area of research. Evidence of the continued growth and development of the candidate's research scholarship is essential for promotion to Full Professor. This growth and development is best demonstrated by evidence of an ongoing record of high quality, peer reviewed publications since promotion to Associate Professor. As with promotion to Associate Professor, the best evidence of research excellence also includes evidence of extramural funding, demonstrated by having been awarded as PI at least one externally funded grant lasting from three to five years or more since the time of promotion to Associate Professor. There should evidence that the research grant is widely respected as advanced-level funding. As with promotion to Associate Professor, the department values collaboration between academic and community members to enhance translation of scientific knowledge for clinical and community programs. The efforts of faculty working with other disciplines within teams and with community partners to improve public health and to translate research to practice are valued in evaluation for promotion to full professor.

In addition to the examples of evidence of excellence in research provided above, examples of evidence of the ongoing and expanded level of excellence for promotion to full professor includes (but is not limited to):

- a) Demonstration of a continued record of external research funding to support scholarship;
- b) Participate in collaborative research as co-Investigator or Core Director.
- c) Secure multi-year extramural funding for a research center or institute;
- d) Demonstrate the value of one's research contributions to the discipline (e.g., publications that are cited frequently);

- e) Demonstrate inter-disciplinary collaboration with multiple co-investigators across campus and beyond.

Service: Contributions through professional service are also integral to the level of excellence expected for promotion to full professor. 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.

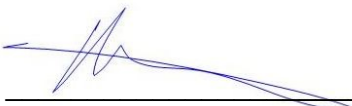
In addition to the examples of evidence of excellence in service provided above, examples of evidence of the ongoing and expanded level of excellence for promotion to full professor includes (but is not limited to):

- a) Election to a national or international office;
- b) Editor or Associate editor of a high-quality, peer-reviewed journal;
- c) Member of a standing grant review committee at the national level;
- d) Serving on mentoring committees for early career faculty and/or in other formal faculty mentoring capacities;
- e) Serving an administrative leadership role at the college or university level;
- f) Serving as an officer on the Faculty Senate; Chair of dean reviews, on area committees, Institutional Review Boards, or other substantive roles on university-level committees;
- g) Service on major public state, regional, or national boards or councils, especially (though not exclusively) those that are directly related to the broad, interdisciplinary field of Health, Behavior and Society.


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 scholarly community.

This document is current as of May 2020.



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