

**University of Kentucky College of Medicine
Department of Microbiology, Immunology & Molecular Genetics**

Statements of Evidence – Regular Title Series

Submitted for Approval 5/31/2022
Provost Approval on

Criteria for Promotion and Tenure from Assistant Professor to Associate Professor, Regular Title Series (tenure-eligible). As specified in AR 2:2-1 of the University's Administrative Regulations, faculty members in the Regular Title Series will be evaluated for appointment at the level of Associate Professor and promotion from Assistant Professor to Associate Professor using three basic criteria. These involve their performance in 1) research and other creative activities; 2) teaching, mentoring and other instructional activities; 3) professional, University and public service; 4) clinical service if applicable. The expectations for promotion in the Department of Microbiology, Immunology and Molecular Genetics are interpreted from the ARs as:

1. Research and other creative activities.

Faculty are required to develop an independent and nationally recognized research program. The parameters to be used in evaluating the research program will include:

- a. A strong track record of both grant submissions and acquisition of independent extramural research grant support from peer reviewed funding agencies such as but not limited to NIH, DOD, AHA, DOE or NSF. At the time of promotion, the faculty member must be the P.I. or part of a multi-PI (MPI) of a substantial, long-term grant (R01-like) and actively engaged in securing additional substantial, long-term (R01-like) grants as evidenced by submissions. While evidence of sustained continuous substantial funding in the context of collaborative grants (co-investigator) may be considered with appropriate justification, it is expected that the faculty member be the intellectually driving force of a substantial extramurally-funded project (as indicated by senior authorship on publications derived from the funding and letters of support from co-PI).
- b. A solid track record of high-quality publications as a principal author or senior author in indexed journals. It is anticipated that the faculty member will average at least one publication per year as the corresponding/senior/lead author in a high quality, peer-reviewed journal. Collaborative research and resultant joint publications will be weighted appropriately, based on the actual contributions, in evaluation of research. It is expected that at least 5 manuscripts will be derived from research performed at the University of Kentucky during the period between initial appointment and dossier preparation. Impact of the research and faculty candidate's contribution, as evaluated by peer and colleague letters, will be weighted more heavily than number of publications. Case reports and review articles will not be considered as highly as peer reviewed primary journal articles. Additional evidence of productivity could be in the form of patents or other intellectual property.
- c. Evidence of regional or national recognition, including but not limited to invitations to present research at other institutions; invitations to present at regional, national and/or international conferences; grant review panels; journal review.
- d. Peer acknowledgement through solicited letters from leaders in the faculty member's area of research.

2. Teaching, advising and other instructional activities

Faculty are required to participate in the teaching of undergraduate, graduate, or professional courses at the University of Kentucky. At the time of promotion to Associate Professor, it is expected that the faculty member will regularly be teaching a number of courses and classes comparable to other Associate Professors and Professors. Furthermore, it is expected that faculty will take an active role in mentoring trainees (postdoctoral fellows, graduate students, and, where possible, undergraduate students). This would include serving as either the primary mentor of a graduate student or serving on multiple graduate student committees. Prior to promotion, it is expected, but not required, that the faculty member will guide at least one graduate student past their qualifying examination, and that at least one publication will have a trainee as first or primary author.

The parameters used to evaluate teaching and mentoring will include:

- a. Teaching will be assessed by written evaluations by and from colleagues participating in or monitoring the course. Minimally, this should include a letter from the chair of the faculty member's Mentoring Committee evaluating the educational training and teaching experience of the faculty member.
- b. Teaching will also be assessed by student evaluations. Minimally, it is expected that the ratings for teaching are good, based on a composite of student evaluations from multiple years. Teaching or Mentoring awards, whether national, regional, or local should be considered as a student evaluation if awarded by nomination only, or given more weight if awarded for objective, competitive measures.
- c. Mentoring accomplishments will be made through analyses of the track records (publications, fellowships, presentations, job offers, etc.) of current and/or previous trainees and by solicited letters from present and former trainees attesting to the teaching skills of the faculty member and the importance of those skills in the former trainee's success.

3. Professional, university and public service: Faculty members are expected to provide service to the University, College of Medicine, the Department, and community at large. Service will be assessed by evaluating the track record of the faculty member's participation in department activities/committees, university committees, college committees, departmental committees, and community services proportion to their DOE.

4. Clinical service: For physician scientists with a primary appointment in MIMG, evaluation of their clinical service will be carried out in accordance with the evidences from the joint clinical department in which the clinician scientist is embedded.

Criteria for Promotion from Associate Professor to Professor, Regular Title Series (tenure – eligible)

As specified in AR 2:2-1 of the University's Policies and procedures manual, faculty members in the Regular Title Series will be evaluated for appointment at Full Professor and promotion from **Associate Professor to Professor** using three basic criteria. These involve their performance in 1) research and other creative activities; 2) teaching, advising and other instructional activities; and 3) professional, university and public service; 4) clinical service if applicable. In general, at the level of Professor compared to Associate Professor we expect a more developed and engaged faculty member as evidenced by research program breadth, funding strength, expanded recognition, expanded leadership in education, and expanded participation in service to university and profession. More specifically, the guidelines for promotion in the Department of Microbiology, Immunology and Molecular Genetics, are interpreted from the University ARs as:

1. Research and other creative activities.

Faculty are required to develop an independent, nationally and internationally recognized research program. The parameters to be used in evaluating the research program will include:

- a. A strong track record of both grant submissions and acquisition of independent extramural research grant support from peer reviewed funding agencies such as but not limited to NIH, DOD, AHA, DOE or NSF. At the time of promotion, the faculty member must be the P.I. or part of a multi-PI (MPI) of a substantial, long-term grant (R01-like) and actively engaged in securing additional substantial, long-term (R01-like) grants as evidenced by submissions. While evidence of sustained continuous substantial funding in the context of collaborative grants (co-investigator) may be considered with appropriate justification, it is expected that the faculty member be the intellectually driving force of a substantial extramurally-funded project (as indicated by senior authorship on publications derived from the funding and letters of support from co-PI).
- b. A strong track record of high-quality principal author publications in peer reviewed journals. The faculty member is expected to have a sustained record of publications, as the corresponding author in high quality, peer-reviewed journals. Collaborative research and resultant joint publications are encouraged and will be weighed appropriately, based on the level of participation, in evaluation of research. Additional evidence of productivity could be in the form of patents or other intellectual property.
- c. Evidence of national and/or international recognition or excellent reputation. Indicators can include invitations to conferences as organizers, speaker, or symposia chair, participation on editorial boards, study sections (as a permanent member or frequently invited *ad hoc* member), grant funding panels, etc.
- f. Peer acknowledgement through solicited letters from leaders in the faculty member's area of research.

2. Teaching, advising and other instructional activities: Faculty are required to participate in the teaching of departmental and/or IBS courses, and seminar programs commensurate with DOE. It is expected that faculty members will have shown leadership by playing an active role in the design and implementation of Departmental courses through service as course director, as the primary instructor of a designated course or through their participation as a lecturer. Furthermore, it is expected that faculty will take an active role in mentoring multiple trainees (postdoctoral fellows, graduate students, and, where possible, undergraduate students). Minimally, it is expected that at least one PhD student or postdoctoral scientist has completed training with the faculty member. It is expected that the faculty will be active in continually cultivating educational/mentoring skills via professional development training.

The parameters used to evaluate teaching and mentoring will include:

- a. Teaching will also be assessed by written evaluations ideally from students and colleagues participating in or monitoring the course. Minimally, it is expected that the ratings for teaching are good, based on a composite of student evaluations from multiple years. Teaching awards—whether national, regional, or local—should be considered as a student evaluation if awarded by nomination only. An award should be given more weight if awarded for objective, competitive measures.
- b. Mentoring accomplishments will be made through analyses of the track records of current and/or previous trainees and by solicited letters from present and former trainees attesting to the teaching skills of the faculty member and the importance of those skills in the former trainee's success. Mentoring awards—whether national, regional, or local—should be considered as a student evaluation if awarded by nomination only. An award should be given more weight if awarded for objective, competitive measures.

3. Professional, university and public service: Sustained evidence of service will be assessed by evaluating the track record of the faculty member's participation in university, college, and/or departmental committees. Community services, and service in national and international professional organizations are also considered as additional evidence. Participation in leadership positions on respective committees is encouraged.

4. Clinical service: For physician scientists with a primary appointment in MIMG, evaluation of their clinical service will be carried out in accordance with the evidences from the joint clinical department in which the clinician scientist is embedded.