

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

**University of Kentucky  
College of Public Health**

***REGULAR TITLE SERIES FACULTY MEMBERS***

The Department of Preventive Medicine and Environmental Health is committed to providing excellence in teaching, research and scholarship, 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: 1) innovative and substantive research and scholarship; 2) a continuing record of outstanding and committed teaching, , and 3) effective service, including clinical practice when appropriate. 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. The efforts of faculty working with other disciplines within teams and with community partners to improve public health will be acknowledged and considered in reappointment, promotion and tenure decisions. 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 Chair, 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 Chair to assist in developing an outstanding faculty member. The Chair 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 levels, 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**

**Research and Scholarship:** The successful candidate for promotion and tenure must demonstrate substantive, original, innovative intellectual contributions to the field through conduct and communication of research in appropriate venues. Demonstration of an ability to do collaborative research in a team setting is desirable. The candidate also must provide evidence of a long-term commitment to scholarly research and publication. While it is important that scholarly independence and leadership are demonstrated, collaborative research with colleagues or students also is encouraged. Multidisciplinary and interdisciplinary research and publication are encouraged, as are publications that contribute to the broad interdisciplinary fields of environmental health, preventive medicine, and occupational health and safety. Scholarly accomplishment will be measured primarily by work published and, where appropriate, external funding. Peer-reviewed original research publications in high-quality, high-impact scholarly journals will be given greatest weight, along with contributions to

other types of peer-reviewed publications including books and monographs, critical summaries and reviews, and national reports. Additional, though less impactful, evidence of scholarly contributions may include selected or invited papers and/or contributions to textbooks and other edited volumes. Where quality and usefulness are clearly demonstrated, secondary materials that may be considered as supplemental support for scholarship include book reviews related to the candidate's area of expertise, technical reports of a scholarly nature, and other relevant scholarly publications that are not peer-reviewed. 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
- (ii) First authored contributions to peer-reviewed books or monographs;
- (iii) Corresponding or senior authorship for student publications;
- (iv) Collaborative research as demonstrated through development, funding acquisition, conduct, and publication of research efforts in high-quality refereed journals;
- (v) Accepted manuscripts to peer-reviewed publications, where documentation of acceptance is available;
- (vi) Extramural funding to support scholarly research, preferably as principal investigator;
- (vii) Awards, invitations or other formal acknowledgements by peers at regional and national levels;
- (viii) Peer-reviewed presentation of papers at regional or national meetings;
- (ix) Invited presentations/lectures at state, regional, or national meetings;
- (x) Invited presentations/lectures at other universities;
- (xi) Editorial or written contributions to textbooks or other edited volumes.
- (xii) Participation in multi-disciplinary research, i.e., team science.
- (xiii) Collaborate in community-engaged or community participatory research.
- (xiv) Develops and sustains translational research, community-engaged or community participatory research, projects, and/or partnerships that demonstrate a significant impact on the field or community.
- (xv) Leads the development 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.

**Teaching:** The successful candidate for promotion to Associate Professor with tenure will have demonstrated a continuous record of excellent and effective teaching, as well as directing student research through independent studies, capstones, theses, and/or dissertations. Teaching expertise in small classroom or seminar settings, larger lectures, and/or online and hybrid settings is desirable. Formal and informal advising also are considered essential teaching activities. The teaching assessment will include a review of the candidate's quantitative and qualitative teaching evaluations as submitted by students each semester, along with other student ratings and comments and an evaluation of additional components of the teaching portfolio. The teaching 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 but are not limited to the following:

- (i) Teaching evaluations reflecting a level of high-quality instruction as evidenced by student evaluations, especially with regard to the faculty member's knowledge of the content and effective teaching;
- (ii) Peer review of teaching activities, as conducted by colleagues and other appropriate evaluators;

- (iii) When applicable, evidence of effective teaching in other colleges, e.g., Colleges of Pharmacy, Nursing, or Medicine;
- (iv) Awards for teaching at the college and/or university level(s);
- (v) Refereed teaching publications, preferably those that are first authored;
- (vi) Development of new courses and/or innovative teaching materials;
- (vii) Membership on student mentorship/advising committees, including but not limited to directing or co-directing high quality undergraduate research and/or master's or doctoral level committees (especially those that result in refereed publications or other products indicating excellence);
- (viii) Student placement in jobs after graduation;
- (ix) External or competitive internal funding to support teaching/learning projects;
- (x) Where applicable, student pass rates on comprehensive/certification examinations.

**Service:** The efficient and productive functioning of centers and institutes, 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. Engagement with policy, practice, and/or community stakeholders toward the communication and translation of research to inform real-world decisions is further evidence of a commitment to service beyond the University. Examples of evidence of excellence in service include:

- (i) Membership on standing departmental, college, or university committees;
- (ii) 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/or preventive medicine;
- (iii) Leadership as an officer or board member of a relevant professional or not-for-profit organization;
- (iv) Membership on review panels for intramural and extramural funding agencies;
- (v) Regular reviewing of manuscripts in high quality journals;
- (vi) Service on a journal editorial board;
- (vii) Serving as program chair or in a comparable position at a regional/national meeting;
- (viii) Serving as consultant at the regional/national/international level;
- (ix) Contributing in a significant way toward improving the quality of public health practice, as well as practice in preventive medicine and occupational medicine;
- (x) Obtaining and maintaining appropriate credentials and certifications, especially those that represent recognition of expertise beyond that of regular practitioners in the field;
- (xi) Translation and dissemination of news and research findings to practice, policy, and lay audiences via briefs, webinars, newsletters, and/or other relevant channels;
- (xii) Participation in community or professional education;
- (xiii) Service on governmental or technical committees;
- (xiv) Participation in community, state, or national health or environmental assessments.

### **Promotion to Professor**

Promotion to the status of professor requires a faculty member to be recognized by peers nationally and internationally as having achieved a distinguished research and scholarship record in her or his chosen discipline. The candidate must continue to uphold the standards of productivity and excellence in research that are expected for promotion and tenure. The prospect of future contributions also will be considered. The candidate is expected to direct doctoral capstones/dissertations and to provide support for graduate students as appropriate. Where appropriate, the candidate is 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. The candidate is 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 her or his discipline. Evidence of excellence for promotion to professor aligns with evidence for promotion from the associate professor level, except where the bar for excellence has been raised as indicated below:

Research:

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

Teaching:

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

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; 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; Serving on major public state, regional, or national boards or councils, especially (though not exclusively) those that are 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.

Approved:

  
Erin N. Haynes, DrPH  
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May 2020