

**Department of Gerontology
Guidelines for Faculty
Evidence of Excellence Statements**

**University of Kentucky
College of Public Health**

REGULAR TITLE SERIES FACULTY MEMBERS

The Department of Gerontology and the Graduate Center for Gerontology (GCG) 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 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 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; Chair 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.