

**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, 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 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 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; 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 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.