

PART D

STATEMENT ON EVIDENCE OF EXCELLENCE REGULAR TITLE SERIES FACULTY AND JOINT APPOINTMENTS

The Department of Health Management and Policy is committed to excellence in teaching, scholarly research, and service. To sustain this commitment, the 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 a continuing record of effective 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

Promotion from Lecturer to Senior Lecturer

After five (5) years in the position of Lecturer, a faculty member may be considered for promotion to Senior Lecturer. The candidate will prepare and submit a teaching portfolio and any additional evidence of achievement to be considered. Evidence of excellence supporting promotion to Senior Lecturer will include:

- (i) Substantial and consistent contributions to the unit's teaching mission, demonstrated by outstanding performance in teaching, advising and/or mentorship of students as evidenced through course evaluations, teaching portfolio and CV
- (ii) Continued growth and improvement in performance and achievement of excellence as an educator, demonstrated by participation in activities that foster growth as an educator (e.g., engagement in CE and seminars on teaching effectiveness, and/or pursuit of advanced degrees)
- (iii) Departmental, College, and professional service, demonstrated by recognized contributions to the unit's teaching mission (e.g., development of innovative teaching methods and course/curriculum development)

Tenure and promotion to Associate Professor

Teaching: The successful candidate for promotion to Associate Professor with tenure will demonstrate a record of excellent and effective teaching and final exam or capstone direction. Teaching expertise in both the small classroom or seminar setting and larger lectures is desirable, as are formal and informal advising. Teaching assessment will include a review of the candidate's quantitative and qualitative teaching evaluations conducted each semester and other student ratings and comments, and an evaluation of the faculty member's 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.

Evidence of excellence in teaching includes:

- (iv) Teaching evaluations that consistently meet or exceed the college average at all levels, including seminar and larger lecture,
- (v) Student driven nominations for teaching awards at the college and/or university levels
- (vi) Refereed teaching publications, preferably first authored
- (vii) Development of innovative teaching materials
- (viii) Co-directing masters-level capstone committees that result in refereed publications or presentations
- (ix) Co-directing at least one DrPH capstone or PhD dissertation
- (x) Receiving external or competitive internal funding to support teaching/learning projects
- (xi) Mentored, peer-reviewed publications with students.

Research: The successful candidate for promotion and tenure must demonstrate substantive, original, innovative intellectual contributions to scholarship through extramural support and publication of research in appropriate venues. Scholarly accomplishment will be measured by work published and external funding and must demonstrate an ability to do collaborative research in a team setting. Scholarly journal papers, book chapters, and book manuscripts should be disseminated through high quality peer-reviewed outlets. While collaborative research with colleagues or students is encouraged, it is also important that one demonstrate scholarly independence and leadership. Multidisciplinary research and publications are expected, but such work should include, either within that publication or perhaps in a separate one, substantive contributions to the faculty member's own discipline. Generally, research that is disseminated only through non-refereed outlets or appears in low impact journals is of little value in a promotion dossier. Evaluation by external reviewers is required for the promotion dossier.

Evidence of excellence in research includes:

- (i) First-authored manuscripts in high quality refereed journals
- (ii) Multi-year extramural funding to support scholarly research, as principal investigator or multiple principal investigator;
- (iii) A substantive record of collaborative publications in high quality refereed journals, such as those resulting from funded collaborative projects
- (iv) Awards and other formal acknowledgements by peers at regional and national levels
- (v) Presentation of peer-reviewed and invited papers at international and national meetings.

Service: The impact of a faculty member's work on their university, scientific community and society at large depends upon success in disseminating, translating and applying knowledge for use by other members of the academic community, by clinical, administrative, and policy decision-makers, and by the patients and populations affected by these decisions. Active and collaborative service on departmental, college, and university committees as well as to scientific and professional organizations, governmental agencies, health systems, and community organizations is expected and demonstrates one's contribution to the academic community.

Evidence of excellence in service includes:

- (xii) Leadership of a department, college, or university committee;
- (xiii) Director for an educational program (e.g. MHA, MPH, DrPH) or concentration within a program;
- (xiv) Election to office or appointment to a board of a professional organization at the regional or national level;
- (xv) Membership on review panels for intramural and extramural funding agencies;
- (xvi) Regular reviewing of manuscripts in high quality journals;
- (xvii) Serving as program chair or in similar position at a regional or national meeting;
- (xviii) Serving as consultant at the regional, national, or international level;
- (xix) Contributing in a significant way toward improving scientific practice or clinical, administrative, or policy decision-making;
- (xx) Leading the organization of a community-based group or event
- (xxi) Developing white papers, policy briefs, or evaluation reports
- (xxii) Providing regional or national training in area of faculty expertise.

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 sub-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. Candidates are expected to direct doctoral dissertations and to provide support for graduate students. 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 sustained extramural research funding is expected. They are expected to contribute significantly to the functioning of the department and provide high levels of service to the college, university, and the larger community, as well as their discipline.

Evidence of excellence includes those listed above for promotion to the associate professor level except where the bar for excellence has been raised below:

Teaching:

- (i) Direct doctoral capstones and/or dissertations that result in refereed publications
- (ii) Win a teaching award at the college or university level
- (iii) Author a textbook or equivalent teaching materials
- (iv) Write new, innovative curricula
- (v) Secure extramural funding to train or support graduate students
- (vi) Graduating students and mentees that secure competitive positions in postdoctoral fellowships, government agencies, healthcare institutions, and high-quality academic and research institutions.

Research:

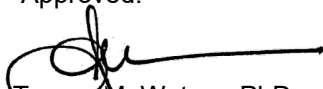
- (i) Sustain a record of extramural research funding as principal investigator or multiple principal investigator to support peer-reviewed scholarly research,
- (ii) Play leading roles in developing extramurally-funded research centers and programs that foster inter-disciplinary collaboration with multiple co-investigators across campus and beyond
- (iii) Provide opportunities for students, trainees, and early career faculty to gain research experience as research staff or co-investigators on extramurally-funded research
- (iv) Author and lead publications that are cited frequently


Service:

- (i) Election to a national or international office
- (ii) 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 in the University Senate
- (vi) Mentoring early career faculty members to support their scholarly and educational career success
- (vii) Leading the organization of a regional or national group or event;
- (viii) Leading a state-wide, regional or national collaborative team or coalition

Appointment or promotion to the rank of Professor is in recognition of attainment rather than length of service.

Approved:


Teresa M. Waters, PhD
Chair


Donna K. Arnett, PhD
Dean