

University of Kentucky  
College of Health Sciences

## CSD Evidences for Appointment, Promotion and Tenure

### Narrative

- The DOE and position description will be determinants of the faculty member's evaluation in each of the mission areas.
- The faculty of the College of Health Sciences values the broadened scope of scholarship as defined by Boyer, including the scholarship of discovery, integration, application, teaching, and engagement.
- Required and expected evidences are indicated. Additional evidences contributing to high merit are provided to be illustrative and are not in a particular order. It is not expected that candidates will demonstrate all additional evidences. In all cases, both the quality and the quantity of the contributions will be considered.

### Special Title Series

Rank	Must demonstrate (CHS Criteria) <i>(Administrative regulations criteria)</i>	Evidences
Assistant Professor	<p><b>Must demonstrate</b> <b>(CHS Criteria)</b> <i>(Administrative regulations criteria)</i></p> <ul style="list-style-type: none"> <li>• Educational/degree attainment appropriately related to area of appointment</li> <li>• Professional certification (if appropriate)</li> <li>• Demonstrated potential for excellence in teaching</li> <li>• Clinical competence (as appropriate)</li> <li>• Evidence of substantive professional participation with potential for growth in professional/scholarly recognition</li> </ul>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Minimum of terminal degree in field or a related area</li> <li>• Licensure, certification as appropriate</li> </ul> <p><b>Expected (in alignment with Position Description and DOE)</b></p> <ul style="list-style-type: none"> <li>• Capability for excellent instruction as measured by documented teaching experiences</li> </ul> <p><b>Additional Evidences</b></p> <ul style="list-style-type: none"> <li>• Documentation of clinical practice competence if clinical work is a focus (e.g., supervisor evaluations, awards, patient evaluations, productivity, clinical educator evaluations or advanced certification)</li> <li>• Student admissions, advising and recruitment; curriculum coordination and development.</li> <li>• Capability for growth in scholarly activity as assessed by research experience, publications, or presentations.</li> <li>• Contributions to local or state professional settings (e.g., professional organizations, clinics, businesses)</li> <li>• Demonstrated commitment to pursue higher degree or specialty certification/advanced training as needed and agreed upon in initial negotiation and documented in DOE.</li> <li>• Demonstrates innovations in clinical program and outstanding engagement with clinical community.</li> </ul>
Associate Professor	<p><b>Meets criteria for assistant professor, plus:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates high achievement in the areas of teaching, advising and other instructional activities</li> <li>• Demonstrates significant contributions in professional, university and public service</li> <li>• Is recognized for professional and scholarly activities.</li> </ul>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Demonstrated progress in pursuit of higher degree or specialty certification/advanced training (as agreed upon in initial negotiation and ongoing consultation with chair).</li> </ul> <p><b>Teaching, Advising and Other Instructional Activities</b></p> <p><b>Expected (in alignment with Position Description and DOE)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate evidence of continuous improvement in abilities related to teaching, advising and mentorship of students as evidenced through teaching portfolio and CV</li> <li>• Recognition of teaching abilities through student evaluations, teaching awards, commendations, peer evaluations, or invited consultations and presentations</li> </ul> <p><b>Additional Evidences</b></p> <ul style="list-style-type: none"> <li>• Teaching contributions in educational programs outside of primary appointment (interprofessional contributions)</li> <li>• Educational contributions to other professionals and community members (e.g., continuing education, invited presentations, workshops, and demonstrations)</li> <li>• Contributions to teaching mission within program; curriculum development</li> <li>• Participation in doctoral programs through instruction, mentoring and doctoral committee participation as appropriate.</li> <li>• Participation in accreditation activities related to own program as appropriate</li> </ul>

	<p><b>Professional and Scholarly Activity</b></p> <p><i>Expected (in alignment with Position Description and DOE)</i></p> <ul style="list-style-type: none"> <li>• Peer reviewed or non-peer reviewed publications or presentations at professional conferences</li> </ul> <p><b>Additional Evidences</b></p> <ul style="list-style-type: none"> <li>• Participation in grants</li> <li>• Mentoring students in research/scholarship</li> <li>• Development and dissemination of manuals, chapters, multimedia programs, clinical education innovations in support of teaching and professional practice.</li> <li>• Development and dissemination of professional practice innovations (if applicable) such as innovative approaches to examination and intervention, patient care organizational strategies.</li> <li>• Reviewer for journals</li> <li>• Professional commendations/awards</li> <li>• Recognition via interviews, broadcasts, print media, podcasts, or social media</li> <li>• Publications, presentations, grant activities, creative projects, white papers, clinical or educational guidelines.</li> <li>• Scholarly collaborations at department, college, or university levels</li> <li>• Participation in accreditation activities related to own program or to the profession (e.g., accreditation site visitor, appointment to review of accreditation standards, or self-study reviewer)</li> </ul> <p><b>Service</b></p> <p><i>Expected (in alignment with Position Description and DOE)</i></p> <ul style="list-style-type: none"> <li>• Participation in Department/College committees, task forces, governance bodies</li> <li>• Participation in community activities related to professional expertise and the University mission.</li> <li>• Contributions to relevant state, regional or national professional organizations, task forces, or boards (e.g., licensure, accreditation, self-study reviewer, site visitor)</li> </ul>
	<p><b>Professor</b></p> <p><b>Meets criteria for associate professor, plus:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates high achievements in the areas of teaching, advising and other instructional activities</li> <li>• Demonstrates significant contributions in professional, university and/or public service</li> <li>• Has earned external recognition for excellence in professional, educational, and/or scholarly activities</li> <li>• Recognition should be on a regional or national level in the field of assignment</li> </ul> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Doctoral level degree in profession or related field</li> </ul> <p><b>Teaching, Advising and Other Instructional Activities</b></p> <p><i>Expected (in alignment with Position Description and DOE)</i></p> <ul style="list-style-type: none"> <li>• Demonstrate evidence of continuing improvement in abilities related to teaching, advising and mentorship of students as evidenced through teaching portfolio and CV</li> <li>• Recognition of teaching expertise through student evaluations, teaching awards, commendations, or invited consultations and presentations</li> <li>• Demonstrated mentorship of faculty, staff, and students in teaching</li> <li>• Director of Clinical Education demonstrates continued growth, excellence, and innovations in clinical program, and outstanding engagement with clinical community.</li> </ul> <p><b>Additional Evidences</b></p> <ul style="list-style-type: none"> <li>• Recognized teaching contributions to educational programs outside of primary appointment (interprofessional contributions)</li> <li>• Recognized educational contributions to other professionals and community members (e.g., continuing education, invited presentations, workshops, and demonstrations).</li> <li>• Mentorship of graduate or professional students to thesis/research project completion</li> <li>• Relevant contributions to evaluation/assessment programs (e.g., overall curriculum assessment, graduate outcomes, student learning outcomes, clinical outcomes).</li> <li>• Leadership role in teaching mission (e.g., Director of Graduate Studies, Director of Undergraduate Studies, Program/Unit Director, Director of Professional Studies, Admissions Director, Curriculum Chair/Coordinator, Accreditation Self-study Coordinator)</li> <li>• Significant participation in accreditation activities related to own program or to the profession (e.g., accreditation site visitor, appointment to review of accreditation standards, or self-study reviewer)</li> <li>• Major role in substantial curriculum revision or development of new educational programs/initiatives</li> <li>• Administrative role in Program, Department, College, University which results in substantial advancement of the teaching mission.</li> </ul>

**Rank****Must demonstrate  
(CHS Criteria)**  
*(Administrative regulations criteria)***Evidences****Professional and Scholarly Activity***Expected (in alignment with Position Description and DOE)*

- Peer reviewed publications
- Presentations at national and/or international conferences

**Additional Evidences**

- Participation in research grants
- Author of book chapters in field or white paper
- Citations of work
- Development and dissemination of innovative teaching technologies (e.g., multimedia programs)
- Professional commendations/awards
- Reviewer for journals or book
- Grant review panel
- Demonstrated mentorship of faculty, staff, and students in research/scholarship
- Scholarly collaborations at dept/college/university levels
- Recognition via regional, national, or international interviews/broadcasts/print media, podcasts, or social media
- Copyrights, intellectual property

**Service***Expected (in alignment with Position Description and DOE)*

- Participation in University committees, task forces, governance bodies
- Leadership role at the University, college, or professional level
- Substantial participation in community activities related to professional expertise and mission of the University.
- Contributions to national or international professional organizations, task forces, boards