

Department of Anesthesiology

Academic appointment/promotion/tenure evaluations: “Evidence of Activity,” April, 2010

Basic Evidence for anesthesiologists working in the OR:

For Instructor: Eligibility for certification by the American Board of Anesthesiology (or equivalent, such as the American Osteopathic Board of Anesthesiology)

For Assistant Professor or higher: Current and/or lifetime certification by the American Board of Anesthesiology (or equivalent)

Examples of Evidences of Activity that can be considered in guiding the evaluation for appointment/promotion/tenure:

- Prior academic position(s)/appointment(s) in this or other academic institutions
- Composite comprehensive evaluations, such as a “360° evaluation” from a panel of co-workers/professional colleagues

Instruction

- Teaching performance as evidenced by such measures as resident/fellow, student, and peer evaluations, and resident/fellow outcomes during/after the training program
- Administration of a university/COM curriculum course
- Creation of a new university/COM curriculum course
- Recognition by residents/fellows of particular value as a professional role model, as shown through evaluations and awards
- Unique/special effort and creativity in instructional activity, such as with human patient simulators
- Organization/direction of resident/fellow research or creative activity that is validated by peers
- Selection for a departmental, COM, university, or professional society teaching award
- Research and publications about student/resident selection, teaching, evaluation, or psychometrics
- Internal or external grant support/funding for teaching/learning projects
- Invitation to teach as a visiting professor at a domestic or international institution of higher learning
- Teaching in CME programs, refresher courses, workshops, etc., including development and presentation of a problem-based learning discussion
- Administration of a CME program, refresher course program, workshop, etc., either at UK or outside UK
- Creation of, administration of, and question-writing for CME and credentialing or recredentialing programs
- Teaching in a COM-wide, university-wide, or public forum; teaching in another COM department

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- Documented successful participation in teaching workshops and/or institutes
- Successful pursuit by the faculty member of a relevant certificated fellowship or an additional graduate degree in an education-related field
- Significant contribution to the professional development of students/residents/fellows, as judged by the Chairman and/or Program Director and/or as evidenced in evaluations, by awards, through subsequent feed-back to the department, etc.
- Academic recognition/award for a student/resident/fellow mentored/supervised by the faculty member
- Excellent placement of student/resident/fellow mentored/supervised by the faculty member into academic, scholarly, or professional position(s) following training
- Outstanding performance as an advisor/mentor to a resident or fellow, as judged by the Chairman and/or Program Director and/or as evidenced in evaluations, by awards, through subsequent feed-back to the department, etc.
- Member or chair of doctoral or graduate student research/advisory committees
- Direction of graduate student thesis or dissertation research

Research/Scholarly Activity

- Intramural research funding (including applications pending or approved but not yet funded)
- Extramural research funding, including contracts and industry-sponsored, in the department or otherwise in the COM (including applications pending or approved but not yet funded)
- Publications in refereed print journals, publication of invited articles or editorials, publications in professional newsletters, or non-refereed but widely recognized publications
- Publications in electronic journals
- Receipt of a fellowship or research award
- Frequent citation of past publications
- Publication (author or editor) of a scholarly book by a recognized publisher
- Publication of a chapter in a scholarly book
- Development, editing, and/or publication of a peer-reviewed national CME product
- Service as editor or editorial board member of a recognized journal
- Service as a member of a UK IRB or a review panel or study section for a nationally recognized research organization
- Presentation of accepted abstracts or invited papers at local, state, regional, national or international professional meetings
- Organization, administration, participation in the program committee, etc. of a scientific meeting
- Publications and/or funding resulting from interdisciplinary collaborative efforts with researchers in other academic areas and/or departments where the faculty member has a substantive role in the project

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- Evidence of creativity: *e.g.*, registering intellectual property within UK, applying for a patent, creating and/or implementing an innovative technique or idea, novel contributions to Anesthesiology-related disciplines (*e.g.*, Neuroscience/Neurology and Pharmacology) and Anesthesiology-related technology (*e.g.*, nervous system monitoring)
- Enrollment/mentoring of previously uninvolved clinical faculty in organized basic or clinical research, as evidenced by their inclusion as co-investigators, co-authors (or “acknowledged” contributors in publications), co-grant applicants, etc.

Service

- Demonstrated skills and abilities in clinical practice, with particular note of extra day-to-day clinical effort invested in order to free up time for other departmental faculty to pursue their academic endeavors calculated to lead to their own academic promotions
- Successful completion by the faculty member of a relevant certificated clinical instructional program (TEE, implantable devices, ultrasound, etc.), certificated fellowship, or an additional graduate degree in a related field
- Demonstrated clinical leadership, such as organization/administration/innovation of patient care activity in the OR, Pre-op Clinic, PACU, OB unit, off-site service, ICU, etc.
- Directorship of a subspecialty area (*e.g.*, OB, pediatric, CT, neurosurgical, transplant, PACU/airway, pain, intensive care, etc.)
- Service as a committee member, committee chair, officer, or director in a local, state, regional, national or international professional organization, including, for example, KMA, AMA, KSA, ASA, IARS, APSF, FAER, ABA, RRC, ACGME, etc.
- Award or recognition, including academic and honorary appointments, for service from a recognized academic institution or professional organization
- Service in an administrative role at UK [or in support of an administrative function, *e.g.*, interviewing applicants] (department, hospital, College of Medicine, university), including on committees, task forces, reviews, *ad hoc* projects, or similar groups
- Service on a governmental, inter-governmental (*e.g.*, WHO), or standards-setting (*e.g.*, ISO) commission, task force, board, or organization
- Primary organizer/promoter of a UK, local, state, regional, national or international meeting, conference, workshop, or symposium
- Service as program chair or similar position for a UK, local, state, regional, national or international meeting, conference, workshop, or symposium
- Service as an officer in the UK Faculty senate or equivalent
- Service as a scientific or clinical consultant at a local, state, regional, national, or international level
- Service in charitable professional organizations (*e.g.*, Surgery on Sunday, Doctors without Borders, Operation Smile, medical missionary trips) or participation in service activities of/for relevant non-profit organizations (*e.g.*, Fayette County or other schools, charitable disease-specific advocacy and/or support groups)
- Evidence of excellence in professional service to the local community and public at large

LECTURE SERIES FACULTY

Statement of Need:

The Department of Anesthesiology has a need for individuals with the specialized knowledge, experience, and abilities to direct, develop, and integrate its educational programs in a variety of capacities; to direct educational planning development and assessment, to direct its academic support services, to assist in human simulator development and training, and/or to provide direction and assistance working on a national collaboration project for anesthesia education.

As of June, 2006, all residency training programs must provide learning opportunities in general competencies (patient care, medical knowledge, interpersonal and communication skills, professionalism, systems-based practice and practice based learning and improvement), improve evaluation processes to obtain resident performance data in all six competencies, and provide aggregated resident performance data for the GMEC internal review. By June 2011, full integration of the competencies and their assessment with learning and clinical care is expected.

Criteria & Evidences for Appointment, Promotion and/or Tenure:

Lecturer faculty are appointed by final action of the Provost upon recommendation of the department chairperson and the dean without reference to an Academic Area Advisory Committee. Initial appointments at the rank of Lecturer shall not exceed a term of one year. A faculty person at the rank of Lecturer may be reappointed for one or more additional terms for a period of no more than two years per term appointment. Senior Lecturers may be appointed to an initial term not to exceed two years and reappointed for additional terms of no more than two years per term appointment.

Consideration for promotion (without tenure) from Lecturer to Senior Lecturer by final action of the Provost without reference to an Area Committee may occur after a minimum of five-years of continuous service as a full-time Lecturer. Pursuant to GR VII.A.6, departmental criteria and procedures for appointment, reappointment, promotion, and merit review shall be established by those academic departments that employ full-time Lecturer faculty and submitted to the dean of the college for approval.

Criteria & Evidences for Reappointment & Terminal Reappointment

Lecturer faculty are reappointed by final action of the Provost upon recommendation of the department chairperson and the dean without reference to an Academic Area Advisory Committee. Initial appointments at the rank of Lecturer shall not exceed a term of one year. A faculty person at the rank of Lecturer may be reappointed for one or more additional terms for a period of no more than two years per term appointment. Senior Lecturers may be appointed to an initial term not to exceed two years and reappointed for additional terms of no more than two years per term appointment. The maximum number of lecturers in the Department of Anesthesiology is based on the written approval of the tenured and tenure-track faculty and currently stands at 5. The assignment period for lecturer faculty may be on a nine-month, ten-month, eleven-month, or twelve-month basis.

Terminal reappointment final decisions for Lecturer Faculty are made by the dean. The dean will notify the faculty employee in writing and send a copy of the notification to the educational unit administrator. After the unit administrator has completed the reappointment review of a faculty employee in his or her fourth year of continuous full-time service at the rank of Lecturer, the educational unit administrator shall recommend to the dean either: an offer to the faculty employee of a 2-year rolling contract (i.e. a two year notice before any potential termination of employment); or an offer to the Lecturer Faculty of a terminal reappointment contract for a fifth and final year of employment. The dean shall make the final decision to either approve the unit administrator's recommendation and offer a terminal reappointment to the faculty employee, or to disapprove the recommendation and offer a reappointment. The dean shall notify the faculty employee in writing of the decision and send a copy of the notification to the educational unit administrator.

Criteria & Evidences for Non-Renewal of Appointment

Notification of non-renewal of appointment at the end of the first year of service shall be given no later than March 1 if the appointment expires at the end of that year or three months in advance if the one-year appointment terminates during the academic year. Notification of nonrenewal of appointment after the first year of service shall be given at least one year before the expiration of the appointment. Any such notification of non-renewal of appointment shall be made in writing by the dean.

Faculty Performance

Position Responsibilities include:

1. Program Direction and Outreach Operations – Direct, plan, coordinate, integrate and evaluate anesthesia residency educational programs at UK Medical Center, the VA, UK Interventional Pain Associates (IPA) or Methodist Hospital, Houston; direct e-learning educational projects; provide teaching support to practitioners through faculty development activities and resources; strategic planning; supervision of support staff as they are employed to meet departmental educational initiatives and mission-related activities.
2. Faculty Development, Grant Development, and Educational Research – Provide leadership for initiatives in scholarship of teaching, helping faculty publish innovations in education in scholarly journals, and preparing grant applications; assess need for faculty development, plan and organize seminars and programs; collaborate with faculty to develop, design and conduct educational research, and report results through posters, publications and presentations; assist faculty in teaching and educational research on national levels; direct development of the science of learning in anesthesia education; address teaching/learning needs with respect to individual student issues raised during monitoring and/or reporting of student progress; develop and implement innovative teaching seminars; assist with assessment studies of curriculum and program outcomes.
3. Assessment – Identify, design, develop and implement programmatic and curricular assessment and evaluation policies and processes as described in accreditation standards; monitor assessment reports to assure activities are implemented and the results are used to improve educational activities; promote and facilitate improvement/innovation and ongoing evaluation and assessment in the residency educational programs; create and evaluate assessment instruments to provide gap analysis of resident competencies and guide the development of instructional interventions; report all pertinent assessment finding to enable continuous quality

improvement; assist clinical faculty with assessment techniques to enhance teaching and student learning.

4. Curriculum Development and Educational Innovation – Provide leadership for introducing and monitoring contemporary teaching/learning strategies into the professional program as described in accreditation standards; advocate for innovative technologies to enhance teaching/learning; assist faculty when incorporating technologies in instruction, curriculum, and assessment; implement and evaluate curricular innovations; facilitate instructional development, exploration of innovative learning strategies with individuals and groups.
5. Participation in Departmental Activity – Provide leadership to support educational innovation, assessment and clinical education development; advise Chair, Program Director and Educational Committee with respect to resource allocation and efforts to develop teaching activities; attend faculty meetings, faculty and residency retreats, Educational Committee meetings; assist in recruitment of residents and faculty, engage in opportunities that support educational research; supervise staff in the development of instructional materials; actively participate in decision-making, process, policy development and revision of process as related to educational innovation and assessment and departmental goals.
6. Publications and/or Presentations - Senior Lecturers, in addition to the criteria defined in the responsibilities 1-5 above, must show evidence of publications and/or national presentations, including publications in peer reviewed journals.
7. Assist with Simulator Training – With the inception of the Standardized Patient program in the 1990's, and the addition of the Simulation Center in 2004, UK placed itself in the forefront of medical schools. The Clinical Skills Testing and Assessment Center provides opportunities for students and faculty to practice clinical skills on human patient simulators prior to interacting with real patients. UK continues to lead in integration of simulation throughout the curriculum, allowing educational encounters in a realistic but risk-free environment. These learning scenarios improve students' and faculty competence and confidence and allow them to master intricate and high-risk skills at a level far beyond what many universities offer.
8. National Anesthesia Education Collaboration – Provide assistance toward developing a national collaboration project for anesthesia education. The UK Department of Anesthesiology Educational Research Group has published multiple abstracts and peer reviewed papers on educational outcomes, has prospective, longitudinal studies in progress, and is working to develop an educational outcomes national collaboration project with other anesthesiology residency training programs. Lecture Series Faculty are needed to provide assistance towards developing, maintaining, and growing this national collaboration project for anesthesia education directed by the UK Department of Anesthesiology Educational Research Group.