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July 6, 2011

TO: Kumble Subbaswamy, Ph.D.
Provost

FROM: Frederick C. de Beer, M.D.
Dean, College of Medicine

A handwritten signature in black ink, appearing to read "F. de Beer", written over the name in the "FROM:" field.

RE: Pathology and Laboratory Medicine Departmental Statements of Evidences

According to the revised Governing Regulations (GR VII, A.6) the department faculty have revised and approved statements describing the evidence of activity in instruction, research and service that are appropriate to their field(s) for use in guiding evaluations for promotion and tenure. The enclosed, departmental statements of evidences, has my approval.

Department of Pathology & Laboratory Medicine

Statement of Evidence – Promotion and Tenure 2011-12 Tenured Track Title Series (Regular, Special)

I. Introduction

Promotion and award of tenure are means by which the Department of Pathology & Laboratory Medicine encourages, recognizes and rewards academic achievement and clinical productivity, and strives to maintain a faculty of excellence in service, education research and scholarly activities. In keeping with University policy, promotion will be based upon the demonstration of professional competence, productivity, and achievement as judged by criteria in the areas of teaching, research/scholarly activities and University service and clinical service. Virtually all faculty are expected to teach in their area of expertise. If teaching is used to merit promotion in a tenure title series, it is expected that substantiation based on accomplishments in instruction is education-related research, i.e. a novel method for teaching and training or intellectual areas. Service and research frequently accompany educational endeavors and take precedence in promotion determination.

Faculty promotion shall be reviewed through peer participation in the department and often outside of the department with clear standards for outstanding performance of academic responsibilities that are consistent with expectations for faculty. Tenured faculty shall carry out their academic responsibilities as outlined in their job descriptions and DOEs. Annual evaluation procedures shall provide multiple outcomes including information for department planning, merit salary decisions if possible, progress toward promotion and/or tenure, differential allocation of effort, and strategies for development.

II. Promotion

Promotions are not automatic but are based on merit and thorough review and reflection of strengths and accomplishments. In addition to the usual criteria of outstanding performance in teaching, research/scholarly activity and service, contributions to the overall development and reputation of the College of Medicine by professional activities will be considered. Because of the varying missions of departments within the College of Medicine, criteria for promotion and tenure must be applied with consideration of our department discipline and peer review. However, for each individual, it is required that lesser achievement in one area be balanced by excellence in another. Demonstrable competence in teaching, funded research activity, scholarship and professional service/patient care are of paramount consideration. The understanding between the College of Medicine and the Pathology and Laboratory Medicine faculty member in regard to the distribution of effort in the areas of teaching, research and service must be a factor when various criteria are balanced. Evidence of scholarship should be manifested in peer reviewed publications or comparable means of communication. There are suggestions in the criteria below to provide guidance for the faculty member and the reviewing faculty in discussions.

III. Criteria for Promotion

A. Instructor to Assistant Professor

1. Minimum experience requirements:

- a) Terminal degree
- b) Faculty holding the M.D. degree should be eligible for Board certification in an AP/CP or subspecialty but preferably successfully passed Anatomic and/or Clinical Pathology Boards.

2. Tenured Track Title Series

These faculty members will generally be placed in Special Title Series, with significant effort for service and education along with a reasonable allocation of research time. If these faculty are placed in Regular Title Series there is expectation of independent and funded research programs.

- a) Administration (Hospital and Laboratory) –
 - (1) Demonstrated successful experience in the administration of pathology service including interaction with physicians and staff as attested to by colleagues, mentors or peers.
 - (2) Demonstrated satisfactory performance as a director of laboratory technicians and other hospital staff as attested to by colleagues, mentors or peers.
 - (3) Service on Departmental committees as assigned.
- b) Service (Direct Patient Care) –
 - (1) Potential for expertise to provide diagnostics services as attested to by colleagues, mentors or peers.
 - (2) Clinical competence as demonstrated by opinions sought from other faculty and colleagues qualified in the area of specialty and quality assurance audits.
- c) Instruction –
 - (1) Potential for excellence in teaching of medical students, residents, fellows, continuing medical education attendees, and peers as demonstrated by student, resident and peer evaluations.
 - (2) Demonstration of clinical knowledge through syllabi, video and audio learning aids, computer-based material, and/or professional communications to physicians and hospital staff.
 - (3) Appropriate background and potential for the development of excellence in teaching and communication with students, faculty and administrators.
 - (4) Commitment to develop educational and curricular activities that interface with his/her area of responsibility.
- d) Research (Scholarly Activities)–
 - (1) Potential for successful collaborative research or creative work supported through funded grants and reported in peer-reviewed journals at local level.
 - (2) Commitment to developing research excellence at the local level, as exhibited by training, publications of papers or abstracts, reviews or other venues in the discipline as attested to by colleagues, mentors or peers.

- (3) Commitment to the development and application of original materials or other methods are additional measures of scholarly activity.
- (4) Regular Title Series tenured eligible faculty should be qualified to serve on a doctoral dissertation committee.

e) Professional Development –

- (1) Potential for excellence in continuing professional development in pathology as attested to by colleagues, mentors or peers.
- (2) Potential for professional recognition and scientific competence in specialty areas as evidenced by participation or membership in professional scientific organizations on a regional level.

B. Assistant to Associate Professor

1. In addition to the above overall evidence of excellence at a regional level demonstrated by effective performance in all major areas of responsibility and excellence in either teaching or research/scholarly activities.

2. Minimum experience suggested:

- a) Terminal degree, board completion and 4 years of satisfactory performance at the level of Assistant Professor
- b) Regular Title Series faculty should be qualified to sponsor a Ph.D. student and chair a doctoral dissertation committee

3. Tenured Track Title Series

These faculty members will generally be placed in Special Title Series, with significant effort for service and education along with a reasonable allocation of research time. If these faculty are placed in Regular Title Series there is expectation of independent and funded research programs.

- a) In addition to meeting the criteria for Assistant Professor, appointment or promotion to the rank of Associate Professor shall require demonstration of continued achievement and regional or national recognition as a leader in administration, patient care, teaching, service, academic, and research endeavors.
- b) Administration (Hospital and Laboratory) –
 - (1) Continuing evidence and peer recognition as administrative and clinical physician at regional or national levels as attested to by colleagues, mentors or peers.
 - (2) Provide significant demonstrable contributions to clinical services and laboratory administration in pathology as attested to by faculty and colleagues.
 - (3) Continuing evidence of participation in outside clinical department rounds and conferences presenting pathology and laboratory findings and their significance in the care of patient as attested to by colleagues, mentors or peers.
 - (4) Continuing evidence of excellence as a clinician role model in the teaching of outside physicians and residents on the administration of care based on pathology results as attested to by colleagues, peers and staff.
 - (5) Service on Departmental, College of Medicine and/or Hospital committees as assigned.

c) Service Direct Patient Care and other Service

- (1) Provide significant demonstrable contributions to patient care as an expert in pathology as attested to by colleagues and peers.
- (2) Improvement of regional or national reputation for excellence in clinical practice as attested to by faculty and colleagues qualified in the field and quality assurance audits within the department.
- (3) Contributions to organizational transformation to support educational innovations
- (4) Appointment to a specialty board or a state board
- (5) Service on commission, council or advisory group at or beyond the regional level
- (6) Leadership of conferences or symposia beyond the local level
- (7) Community service activities that advance the mission of university, college and/or department
- (8) Invited consultation in area of emphasis beyond the local level
- (9) Appointment to professional education accreditation counsels or committees beyond the local level

d) Instruction –

- (1) Proven excellence as a teacher and practitioner of anatomic and/or clinical pathology as demonstrated by evaluations by trainees working with the faculty member in a clinical teaching setting.
- (2) Demonstrated excellence in teaching and outstanding abilities to communicate with students, faculty and administrators.
- (3) Teaching awards at or beyond the local level
- (4) Peer recognition for education excellence at or beyond the local level
- (5) Fulfillment of teaching duties as assigned
- (6) Administration of major education programs or curricula for residents or students
- (7) Contributions to the develop, accomplishment and evaluation of innovative approaches to teaching
- (8) Mentoring or advising of residents or students
- (9) Service on graduate student committees
- (10) Contribute to the improvement, accomplishment, and evaluation of faculty development activities
- (11) Contribute to the improvement, accomplishment and evaluation of innovation in inter-professional education
- (12) Evaluations of satisfactory or above by chairperson and peer review

e) Research and Scholarly Activities–

- (1) Documentation of productive involvement or participation in scholarly activities such as publications, clinical studies, multi-centered trials, or funded projects.
- (2) Evidence of substantial professional academic status and leadership on a regional or national level.
- (3) Educational excellence shall be recognized at the regional and perhaps national level, as exhibited by scholarly activities through original or innovative publications, studies, reviews or other venues in area of specialty as attested to by colleagues, mentors or peers.
- (4) Invited presentations at the regional or greater level
- (5) Publication of textbooks, book chapters, book reviews, editorials, or computer-based material

- (6) Evidence of substantial professional academic status and leadership on a regional level
- (7) Sole author or co-author (first or last) of published work in textbooks, book chapters, book reviews, computer based including internet based media
- (8) Substantive role in collaborative research across disciplines, colleges or universities
- (9) PI, substantive co-investigator or service contributions on extramural grants or contracts for both Special Title or Regular Title
- (10) Continuous extramural funding of research activities is expected for Regular Title Series.

f) Professional Development –

- (1) Demonstrated continuing professional development in pathology as evidenced by an active role in relevant professional and academic society.
- (2) Evidence of established and recognized reputation in the specialty area by participation in professional scientific organizations on a regional and perhaps national basis.

C. Associate to Full Professor

1. In addition to the above, overall evidence of superior significance to the University as evidenced by effective performance in all major areas of responsibility and excellence in at least two such areas, including service excellence, instruction or research activities.

2. Minimum experience requirements:

- a) Four years exemplary teaching experience at level of Associate Professor
- b) Faculty holding the M.D. degree should be Board certified in a primary and/or subspecialty
- c) Regular Title Series faculty should be qualified to sponsor a Ph.D. student and chair a doctoral dissertation committee

3. Tenured Track Title Series

- a) In addition to meeting the criteria for Associate Professor, appointment or promotion to the rank of Professor shall require demonstration of continued excellence in achievement and national or international recognition as a leader in administration, patient care, teaching, service, academic, and research endeavors.
- b) Administration (Hospital and Laboratory) –
 - (1) Continuing evidence of excellence and peer recognition as administrative and clinical physician at national or international levels as attested to by colleagues, mentors or peers.
 - (2) Provide significant demonstrable contributions to clinical services and laboratory administration in pathology as attested to by faculty and colleagues at a national or international level.
 - (3) Continuing evidence of participation in outside clinical department rounds and conferences presenting pathology and laboratory findings and their significance in the care of patient as attested to by colleagues, mentors or peers.
 - (4) Continuing evidence of excellence as a clinician role model in the teaching of outside physicians and residents at a national or international

level on the administration of care based on pathology results as attested to by colleagues, peers and staff.

(5) Service on Departmental, College of Medicine and/or Hospital committees as assigned with improvement outcomes.

c) Service Direct Patient Care and other Service

- (1) Provide significant demonstrable contributions to patient care as an expert in clinical/anatomic pathology as attested to by colleagues and peers.
- (2) Improvement of national or international reputation for excellence in clinical practice as attested to by faculty and colleagues qualified in the field and quality assurance audits within the department.
- (3) Improvement and accomplishment of service contracts or growth of clinical services or others that contribute to the mission of the department or college.
- (4) Leadership role in professional society at or beyond the national level, with active participation in development and/or improvement of programs or policies.
- (5) Leadership on intramural committees or task forces
- (6) Leadership of innovative collaborations or partnerships that advance the missions or goals of the university, college and/or department.
- (7) Service professional societies at national or international level
- (8) Leadership in improvement of service contributions that advance the mission or goals of the university, college and/or department.
- (9) Service on a government commission, council or advisory group at national or international conferences or symposia
- (10) Invited consultation in area of emphasis at the national or international level
- (11) Evaluations of excellent or above by chairperson and peer review.

d) Instruction –

- (1) Proven excellence as a teacher and practitioner of clinical/anatomic pathology as demonstrated by evaluations by trainees working with the faculty member in a clinical teaching setting.
- (2) Demonstrated excellence in teaching and outstanding abilities to communicate with students, faculty and administrators. Leadership in the improvement, accomplishment and evaluation of a new course or curriculum that fulfills an identified need or gap
- (3) Leadership in the improvement, accomplishment and evaluation of innovations in teaching or evaluation
- (4) Leadership in the improvement, accomplishment and evaluation of faculty development programs
- (5) Leader of graduate student committees and/or doctoral research committees
- (6) Placement of graduate students/residents into significant academic, scholarly, or professional positions
- (7) Successful mentorship of trainees or faculty as evidenced by achievement of theses protégés
- (8) Teaching awards at the national or international level
- (9) Recognition for educational excellences at national or international level
- (10) Leadership of national or international conferences or symposia
- (11) Evaluations of excellent or above by chairperson and peer review.

e) Research and Scholarly Activities–

- (1) Documentation of significant productive involvement or participation in scholarly activities such as publications, clinical studies, multi-centered trials, or funded projects. Evidence of establishment/continuation of research/scholarly program substantiated by publications in multiple peer review journals.
- (2) Evidence of substantial professional academic status and leadership on a national or international level.
- (3) Educational excellence shall be recognized at the national and perhaps international level, as exhibited by scholarly activities through original or innovative publications, studies, reviews or other venues in area of specialty as attested to by colleagues, mentors or peers.
- (4) Sole author or co-author of published work
- (5) PI on extramural grants or contracts
- (6) Improvement and evaluation or innovations in service or education
- (7) Improvement of infrastructure to support the missions of the University, college or department
- (8) Editor or member of editorial board for professional journal, textbook, or similar web-based resource
- (9) Leadership in collaborative innovation or research across disciplines, colleges or universities
- (10) Grant application review at national or international level
- (11) Inventor or co-inventor of patented ideas, knowledge, etc. within the context of the faculty member's UK faculty appointment
- (12) Presentations of papers at high quality peer-reviewed meetings

f) Professional Development –

- (1) Demonstrated continuing professional development in clinical/anatomic pathology as evidenced by a significant and active role in relevant professional and academic societies.
- (2) Evidence of established and recognized reputation in the specialty area by participation in professional scientific organizations on a national and perhaps international level.

Department of Pathology & Laboratory Medicine

Statement of Evidence – Promotion and Tenure 2011-12 Non-Tenured Track Title Series (Clinical)

I. Introduction

Promotion is the means by which the Department of Pathology & Laboratory Medicine encourages, recognizes and rewards academic achievement and clinical productivity, and strives to maintain a faculty of excellence in service, education, research and scholarly activities. In keeping with University policy, promotion will be based upon the demonstration of professional competence, productivity, and achievement as judged by criteria in the areas of teaching, research/scholarly activities and University service and clinical service. Virtually all faculty are expected to teach in their area of expertise. Service and scholarly activities accompany educational endeavors and take precedence in promotion determination.

Faculty promotion shall be reviewed through peer participation in the department and often outside of the department with clear standards for outstanding performance of academic responsibilities that are consistent with expectations for faculty. All faculty shall carry out their academic responsibilities as outlined in their job descriptions and DOEs. Annual evaluation procedures shall provide multiple outcomes including information for department planning, merit salary decisions if possible, progress toward promotion, differential allocation of effort, and strategies for development.

II. Promotion

Promotions are not automatic but are based on merit and thorough review and reflection of strengths and accomplishments. In addition to the usual criteria of outstanding performance in teaching, scholarly activity and service, contributions to the overall development and reputation of the College of Medicine by professional activities will be considered. Because of the varying missions of departments within the College of Medicine, criteria for promotion must be applied with consideration of our department discipline and peer review. However, for each individual, it is required that lesser achievement in one area be balanced by excellence in another. Demonstrable competence in teaching, scholarship and professional service/patient care are of paramount consideration in Clinical Title Series. The understanding between the College of Medicine and the Pathology and Laboratory Medicine faculty member in regard to the distribution of effort in the areas of teaching, research/scholarly activities and service must be a factor when various criteria are balanced. Evidence of scholarship should be manifested in peer reviewed publications or comparable means of communication. There are suggestions in the criteria below to provide guidance for the faculty member and the reviewing faculty in discussions.

III. Criteria for Promotion

A. Instructor to Assistant Professor

1. Minimum experience requirements:

- a) Terminal degree
- b) Faculty holding the M.D. degree should be eligible for Board certification in an AP/CP or subspecialty but preferably successfully passed Anatomic and/or Clinical Pathology Boards.

2. Non Tenured Track - Clinical Title Series

- a) Administration (Hospital and Laboratory) –
 - (1) Demonstrated successful experience in the administration of pathology service including interaction with physicians and staff as attested to by colleagues, mentors or peers.
 - (2) Demonstrated satisfactory performance as a director of laboratory technicians and other hospital staff as attested to by colleagues, mentors or peers.
 - (3) Service on Departmental committees as assigned.
- b) Service (Direct Patient Care) -
 - (1) Potential for expertise to provide diagnostics services as attested to by colleagues, mentors or peers.
 - (2) Clinical competence as demonstrated by opinions sought from other faculty and colleagues qualified in the area of specialty and quality assurance audits.
- c) Instruction –
 - (1) Potential for excellence in teaching of medical students, residents, fellows, continuing medical education attendees, and peers as demonstrated by student, resident and peer evaluations.
 - (2) Demonstrated satisfactory teaching through evaluations of previous institutions or positions.
 - (3) Demonstration of clinical knowledge through syllabi, video and audio learning aids, computer-based material, and/or professional communications to physicians and hospital staff.
- d) Research (Scholarly Activities)–
 - (1) Potential for successful collaborative research or creative work supported through contracts, grants or other funds and reported in peer-reviewed journals.
- e) Professional Development–
 - (1) Potential for excellence in continuing professional development in pathology as attested to by colleagues, mentors or peers.

B. Assistant to Associate Professor

1. In addition to the above, overall evidence of excellence at a regional level demonstrated by effective performance in all major areas of responsibility and excellence in either teaching or research/scholarly activities.

2. Minimum experience suggested:

- a) Terminal degree, board completion and 4 years of satisfactory performance at the level of Assistant Professor

3. Non-Tenured Track - Clinical Title Series

a) In addition to meeting the criteria for Assistant Professor, appointment or promotion to the rank of Associate Professor shall require demonstration of continued achievement and regional recognition as a leader in administration, patient care, instruction, service, academic, and scholarly endeavors.

b) Administration (Hospital and Laboratory) –

(1) Continuing objective evidence and peer recognition as administrative and clinical physician at regional levels as attested to by colleagues, mentors or peers.

(2) Provide significant demonstrable contributions to clinical services and laboratory administration in pathology as attested to by faculty and colleagues and through evaluations of patient care by patients and/or staff.

(3) Continuing evidence of participation in extra-departmental clinical rounds and conferences presenting pathology and laboratory findings and their significance in the care of patient as attested to by colleagues, mentors or peers.

(4) Continuing evidence of a greater than local reputation for excellence as a clinician role model in the teaching of outside physicians and residents, as evidenced by attestations of peers, leaders in the field on the administration of care based on pathology results as attested to by colleagues, peers and staff. This can include clinical publications or presentations beyond the local level and/or service in pertinent organizations.

(5) Service on Departmental, College of Medicine and/or Hospital committees as assigned with objective outcomes or evidence of accomplishment.

c) Service Direct Patient Care and Other

(1) Continuing objective evidence of clinical productivity e.g. RVU's against UHC benchmarks, consultations, contracts etc. Provide significant demonstrable contributions to patient care as an expert in clinical and/or anatomic pathology as attested to by colleagues and peers.

- (2) Provide specially-focused clinical services or creation of opportunities with other disciplines as appropriate to practice such as multi-disciplinary services.
- (3) Participation in the development and/or accomplishment of new processes or practices that improve patient care
- (4) Improvement of regional reputation for excellence in clinical practice as attested to by faculty and colleagues qualified in the field and quality assurance audits within the department.
- (5) Service on intramural committees or task forces
- (6) Leadership of service units at the department level
- (7) Service in professional societies beyond the local level
- (8) Invited consultation in area of emphasis beyond the local level
- (9) Evaluations of satisfactory or above by chairperson and peer review

d) Instruction –

- (1) Proven excellence as a teacher and practitioner of pathology as demonstrated by evaluations by trainees working with the faculty member in a clinical teaching setting.
- (2) Teaching awards at or beyond the local level
- (3) Peer recognition for education excellence at or beyond the local level
- (4) Fulfillment of teaching duties as assigned
- (5) Administration of major education programs or curricula for residents or students
- (6) Contributions to the development, accomplishment and evaluation of innovative approaches to teaching
- (7) Mentoring or advising of residents or students
- (8) Contribute to the improvement, accomplishment, and evaluation of faculty development activities
- (9) Contribute to the improvement, accomplishment and evaluation of innovation in inter-professional education
- (10) Evaluations of satisfactory or above by chairperson and peer review

e) Research (Scholarly Activities)–

- (1) Evidence of establishment/continuation of research/scholarly program substantiated by publications in peer review journals or other periodicals (first or last author)
- (2) Continuing presentation of research at local and regional scientific meetings
- (3) Invited presentations at the regional or greater level
- (4) Publication of textbooks, book chapters, book reviews, editorials, or computer-based material
- (5) Evidence of substantial professional academic status and leadership on a regional level.

- f) Professional Development –
 - (1) Demonstrated continuing professional development in discipline as evidenced by an active role in relevant professional and academic society.

C. Associate to Full Professor

1. In addition to the above, overall evidence of superior significance to the University as evidenced by effective performance in all major areas of responsibility and excellence in at least two such areas, including service excellence, instruction or research/scholarly activities.

2. Minimum experience requirements:

- a) Four years exemplary teaching experience at level of Associate Professor
- b) Faculty holding the M.D. degree should be Board certified in a primary and/or subspecialty

3. Non-Tenured Track - Clinical Title Series

a) In addition to meeting the criteria for Associate Professor, appointment or promotion to the rank of Professor shall require demonstration of continued excellence in achievement and regional as well as national recognition as a leader in administration, patient care, instruction, service, academic, and research endeavors.

b) Administration (Hospital and Laboratory) –

- (1) Continuing evidence and peer recognition as administrative and clinical physician at regional, national or international levels as attested to by colleagues, mentors or peers.
- (2) Improvement and evaluation of new approaches designed to improve patient care
- (3) Provide significant demonstrable contributions to clinical services and laboratory administration in clinical and anatomic pathology as attested to by faculty and colleagues as well as national or international reputation for excellence in clinical practice, as evidenced by attestations of leaders in the field or publications, or service in pertinent national organizations.
- (4) Continuing evidence of participation in extra-departmental clinical rounds and conferences presenting pathology and laboratory findings and their significance in the care of patient as attested to by colleagues, mentors or peers.
- (5) Leadership role in provision of health care at national and international levels
- (6) Continuing evidence of excellence as a clinician role model in the teaching of outside physicians and residents on a national

and/or international level on the administration of care based on pathology results as attested to by colleagues, peers and staff.

(7) Service on Departmental, College of Medicine and/or Hospital committees as assigned with improvement outcomes.

c) Service Direct Patient Care and other Service

(1) Provide significant demonstrable contributions to patient care as an expert in clinical and anatomic pathology as attested to by colleagues and peers.

(2) Improvement of national or international reputation for excellence in clinical practice as attested to by faculty and colleagues qualified in the field and quality assurance audits within the department.

(3) Development and accomplishment of service contracts or growth of clinical services or others that contribute to the mission of the department or college.

(4) Leadership role in professional society at or beyond the national level, with active participation in development and or improvement of programs or policies.

(5) Leadership on intramural committees or task forces Leadership of innovative collaborations or partnerships that advance the missions or goals of the university, college and/or department.

(6) Service professional societies at national or international level

(7) Leadership in improvement of service contributions that advance the mission or goals of the university, college and/or department.

(8) Service on a government commission, council or advisory group at national or international conferences or symposia

(9) Invited consultation in area of emphasis at the national or international level

(10) Evaluations of excellent or above by chairperson and peer review.

d) Instruction –

(1) Proven excellence as a teacher and practitioner of clinical/anatomic pathology as demonstrated by evaluations by trainees working with the faculty member in a clinical teaching setting.

(2) Leadership role and significant contributions to teaching programs at the national levels.

(3) Evaluations of excellent or above by chairperson and peer review.

(4) Leadership in the improvement, accomplishment and evaluation of a new course or curriculum that fulfills an identified need or gap

(5) Leadership in the improvement, accomplishment and evaluation of innovations in teaching or evaluation

(6) Leadership in the improvement, accomplishment and

evaluation of faculty development programs

(7) Successful mentorship of trainees or faculty as evidenced by achievement of these protégés

(8) Teaching awards at the national or international level

(9) Recognition for educational excellences at national or international level

(10) Leadership of national or international conferences or symposia

e) Research (Scholarly Activities)–

(1) Evidence of establishment/continuation of research/scholarly program substantiated by multiple publications in peer review journals.

(2) Continuing presentation of research or scholarly activities at national and international scientific meetings

(3) Evidence of substantial professional academic status and leadership on a national level.

(4) Invited presentations at the national or international level

(5) Publication of textbooks, book chapters, book reviews, editorials, or computer-based material

f) Professional Development –

(1) Demonstrated continuing professional development in discipline as evidenced by an active role in relevant professional and academic societies.

(2) Recognition for excellence by professional societies.

Department of Pathology & Laboratory Medicine

Statement of Evidence – Promotion and Tenure 2011-12

Lecturer Series

Non-Tenured, Non-Specific Rank

I. Introduction

Promotion is the means by which the Department of Pathology & Laboratory Medicine encourages, recognizes and rewards academic achievement and clinical productivity, and strives to maintain a faculty of excellence in service, education and scholarly activities. In keeping with University policy, promotion will be based upon the demonstration of professional competence, productivity, and achievement as judged by criteria in the areas of teaching, research/scholarly activities and University service.. Virtually all faculty are expected to teach in their area of expertise. Service and research frequently accompany education endeavors but in this series education and scholarly activities take precedence in promotion determination.

Faculty promotion shall be reviewed through the peer participation in the department and often outside of the department with clear standards for outstanding performance of academic responsibilities that are consistent with expectations for faculty. All faculty shall carry out their academic responsibilities as outlined in their job descriptions and DOEs. Annual evaluation procedures shall provide multiple outcomes including information for department planning, merit salary decisions if possible, progress toward promotion,, differential allocation of effort, and strategies for development.

II. Promotion

Promotions are not automatic but are based on merit and thorough review and reflection of strengths and accomplishments. In addition to the usual criteria of outstanding performance in teaching, research/scholarly activity and service, contributions to the overall development and reputation of the College of Medicine by professional activities will be considered. Because of the varying missions of departments within the College of Medicine, criteria for promotion must be applied with consideration of our department discipline and peer review. However, for each individual, it is required that lesser achievement in one area be balanced by excellence in another. Demonstrable competence in teaching, funded research activity, scholarship and professional service are of paramount consideration. The understanding between the College of Medicine and the Pathology and Laboratory Medicine faculty member in regard to the distribution of effort in the areas of teaching, research and service must be a factor when various criteria are balanced. Evidence of scholarship should be manifested in peer reviewed publications or comparable means of communication. There are suggestions in the criteria below to provide guidance for the faculty member and the reviewing faculty in discussions.

III. Criteria for Promotion

A. Lecturer to Senior Lecturer: Non-tenured, non-specific rank.

1. Lecturer

- a) Teaching Responsibilities – Evidence of satisfactory performance as an educator as measured by peer and student assessments.
 - (1) Leadership of innovative collaborations or partnerships that advance the educational mission of the university, college and/or department.
 - (2) Involvement in professional societies at the regional level
 - (3) Evidence of professional academic status and leadership
 - (4) Educational excellence shall be recognized at the local and regional level, as exhibited by scholarly activities through original or innovative publications, studies, reviews or other venues in area of specialty as attested to by colleagues, mentors or peers.

- b) Administrative Responsibilities – Evidence of continued growth and improvement in educational administration as recognized by peers and supervisor.
 - (1) Proven excellence as a teacher as demonstrated by evaluations by trainees working with the faculty member.
 - (2) Demonstrated excellence in teaching and outstanding abilities to communicate with students, faculty and administrators.
 - (3) Evaluations of average or above by chairperson and peer review.

- c) Scholarly Activities - Evidence of potential professional status and leadership at a state and regional level.
 - (1) Documentation of significant productive involvement or participation in scholarly educational activities such as publications, clinical studies or funded projects with improved outcomes of education.
 - (2) Evidence of establishment/continuation of research/scholarly program substantiated by publications in peer review journals.
 - (3) Substantive role in collaborative educational research across disciplines, colleges or universities to improve educational platforms or outcomes for the College or University
 - (4) Development of exam items for specialty boards
 - (5) Other dissemination of innovations in education at the regional level or beyond

- d) Professional Development – Involvement in regional educational development and/or improvement in area(s) of interest to provide improved education at the department or college level.

2. Senior Lecturer

a) In addition to meeting the criteria for Lecturer, appointment or promotion to the rank of Senior Lecturer shall require continued demonstration of substantial/outstanding achievement and recognition as a leader in teaching, administration, academic, and scholarly endeavors.

- (1) Continuing evidence of excellence and peer recognition as educational leader at national or international levels as attested to by colleagues, mentors or peers.
- (2) Proven excellence as a teacher and practitioner as demonstrated by evaluations by trainees working with the faculty member in a clinical teaching setting.
- (3) Demonstrated excellence in teaching and outstanding abilities to communicate with students, faculty and administrators for improved outcomes in education or administrative service
- (4) Teaching awards at or beyond the national level
- (5) National recognition for education excellence in publications or improved processes that influence beyond the University level.
- (6) Fulfillment of teaching and administrative duties as assigned with a evaluations at above average or excellent continually
- (7) Administration of major education programs or curricula for residents or students possibly including national collaboration with other educators.
- (8) Major contributions to the develop, accomplishment and evaluation of innovative approaches to teaching as first or last author or other platforms of scholarly production
- (9) Successful mentorship of trainees as evidenced by achievement of theses protégés
- (10) Teaching awards at the national or international level
- (11) Recognition for educational excellences at national or international level
- (12) Leadership of national conferences or symposia