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June 23, 2010

TO: Kumble Subbaswamy, Ph.D.  
Provost

FROM: Emery A. Wilson, M.D.  
Interim Dean, College of Medicine

A handwritten signature in blue ink, appearing to be "E.A. Wilson", written over the name "Emery A. Wilson" in the "FROM:" line.

RE: College of Medicine Departmental Statements of Evidences

According to the revised Governing Regulations (GR VII, A.6) the department faculty have develop 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, College of Medicine Departmental Statements of Evidences, has my approval.

**DEPARTMENT OF ANATOMY AND NEUROBIOLOGY**  
**CRITERIA FOR PROMOTION AND TENURE**

(ADOPTED BY ANATOMY FACULTY 3-19-10)

**Academic Basic Scientist (Regular Title Series)**

<b>Assistant Professor</b>	<b>Associate Professor</b>	<b>Professor</b>
Ph.D. or several years after M.D./D.O. with important commitment to original and independent biological or behavioral research. Significant formal research training. Strong potential for independent funding.	Excellent service as Assistant Professor at UKCOM (or its equivalent elsewhere) with record of excellence in biological or behavioral research. Independent funding and reasonable expectation of continued independent funding.	Excellent service as Associate Professor at UKCOM (or its equivalent elsewhere) with important accomplishments in biological or behavioral research. Independent funding and reasonable expectation of continued independent funding.
Contributor to, or author of, refereed, substantive publications; may include case reports or reviews.	Continuing publication in refereed journals of results from original investigation that is at forefront of field. Should be senior author or contributor of major ideas and innovations, with identifiable independence from senior scientific mentors.	Continuing publication of outstanding, original, and innovative research findings.
Potential for excellence in research training and in the education of medical students, graduate students, or both. Potential to actively take part in university service.	Active and effective participation in research training and in the education of medical students, graduate students, or both. Active participation in university service.	Key person in research training and active participation in the education of medical students, graduate students, or both. Excellence in university and community service.
Potential for high level of scientific competence in specialty area as evidenced by membership in professional scientific organizations.	Emerging national reputation as an original investigator outside the UK medical community, and membership in professional societies.	National and international reputation within his or her field, which may be evidenced by memberships in study sections, advisory groups, prestigious professional societies, etc., and awards, prizes, and other notable academic achievements.

**Research Faculty Member (Research Title Series)**

<b>Assistant Professor</b>	<b>Associate Professor</b>	<b>Professor</b>
Several years after M.D./D.O. or Ph.D. with important commitment to biological or behavioral research.	Excellent service as Assistant Professor at UKCOM (or its equivalent elsewhere) with significant time commitment and record of excellence in biological or behavioral research.	Excellent service as Associate Professor at UKCOM (or its equivalent elsewhere); outstanding contributions to biological and behavioral research.
Contributions or potential for contributions to refereed, substantive publications, including case reports or reviews.	Continuing substantive contribution to excellent research that is published.	Continuing contribution to publication of outstanding, original, and innovative research findings.
Potential for participation in research training of colleagues.	Active and effective participation in research training in assigned laboratory.	Active and effective participation in research training in assigned laboratory.
Potential for high level of scientific competence in specialty area as evidenced by candidacy or membership in elected professional scientific organizations.	Established reputation as an investigative contributor outside UK medical and scientific community, and membership in professional societies.	National reputation within his or her field as evidenced by memberships in study sections, advisory groups, prestigious professional societies, etc., and awards, prizes, and other notable academic achievements.

**Academic Medical Educator (Special Title Series)**

Assistant Professor	Associate Professor	Professor
Ph.D. or post M.D./D.O. and postgraduate training with important commitment to teaching and service of an administrative nature.	Excellent service as Assistant Professor at UKCOM (or its equivalent elsewhere) with record of excellent teaching.	Excellent service as Associate Professor at UKCOM (or its equivalent elsewhere) with important accomplishments in teaching.
Recognition or potential for recognition by peers and students as an excellent basic science or clinical teacher for medical students, graduate students, and other trainees.	Continuing excellent and high-quality contributions to the teaching of medical students, residents, graduate students, and other trainees. Recognition of excellence which may be available from formal peer evaluations, student evaluations, or teaching awards. Impact and value of teaching should be recognized beyond the local level, as demonstrated by invitations to teach in other hospitals, other medical schools, programs of professional societies, or continuing medical education courses.	Recognition for being among the very best educators for medical students, residents, graduate students, and other trainees. Impact of superb teaching should be apparent locally and nationally, and may be demonstrated by invitations to teach in specialty societies and national continuing medical education courses and by invitations to serve as visiting professor or named lecturer. Impact may also be recognized by success or stature of trainees as determined by subsequent chiefs of service or peers.
<p>Potential for publication of <i>biomedical or anatomical</i> observations, reviews, or analytic studies in peer-reviewed journals that may contribute significant new knowledge and/or organize, synthesize, and convey existing knowledge in a way that enhances the practice <i>biomedical or anatomical</i> sciences. Publications should describe state-of-the-art advances in <i>biomedical or anatomical</i> sciences.</p> <p><b>and/or</b></p> <p>Potential for development of teaching materials, including new curriculum offerings, educational programs, textbooks, syllabi, computer programs, or videotapes that significantly improve the method or quality of instruction in the College.</p>	<p>Continuing publication of <i>biomedical or anatomical</i> observations, reviews, or analytic studies in peer-reviewed journals that are recognized as authoritative and that influence the practice of <i>biomedical or anatomical</i> sciences.</p> <p><b>and/or</b></p> <p>Continuing development of teaching materials, including new curriculum offerings, educational programs, textbooks, syllabi, computer programs, or videotapes that make a unique contribution to the quality and method of teaching a given subject throughout the College of Medicine and beyond the local community.</p>	<p>Publication in peer-reviewed journals of analytic <i>biomedical or anatomical</i> studies, comprehensive reviews, or textbooks and chapters that are recognized as exhibiting important influence at the national level; may serve as editor of textbooks or journals.</p> <p><b>and/or</b></p> <p>Development of original teaching materials, such as new curriculum offerings, educational programs, syllabi, video materials, or computer programs that are widely used not only locally but throughout the country.</p>
Potential for, or evidence of, a high level of competence.	Excellent reputation outside UK medical community as authority in area of expertise.	Acknowledged leader in the area of expertise. National reputation for superior accomplishments within area of expertise. This may be demonstrated by invitation to membership or fellowship in prestigious professional societies, other academic recognitions or awards, and leadership role in department.

## 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

(continued)

- 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

(continued)

- 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

March/2010

## Evidences for Promotion in The Department of Behavioral Science

The Department of Behavioral Science is a multidisciplinary department. There is a broad range of expertise in instruction, research and service among the individual faculty members within the Department. An extensive list of evidences is needed in order to encompass the multidisciplinary expertise of the faculty within the Department. It is expected that superiority (i.e., criteria for tenure) for a given faculty member will be established through an evaluation of the quality and quantity of accomplishments using only the subset of the evidences within the instruction, research and service categories.

The criteria for promotion and tenure are established by the University and specify excellence in all areas of activity assigned to a faculty employee. Excellence is understood as a superior level of contribution or impact from an individual's work, based on allocated distribution of effort. Evidences of activity in instruction, research and service that should be considered when evaluating whether individual faculty members in the Department of Behavioral Science have met criteria of excellence for promotion and/or tenure are listed below. Evidences are categorized as accomplishments typically achieved at the associate and full professor levels, although these are not exclusive categories, nor are the examples contained within.

### Instruction

#### **Evidences for Associate and Full Professors**

- Mentoring performance evaluation by peers and students
- Direction of graduate thesis and dissertation research or other creative activity (e.g., chair/co-chair of doctoral and thesis research committees)
- Mentoring of interdisciplinary thesis and dissertation research or other creative activity (e.g., member of graduate student advisory committees)
- Teaching performance evaluation by peers and students
- Design and implementation of innovative, rigorous and challenging teaching approaches
- Design and implementation of courses that fill an identified need in the curriculum

#### **Evidences for Full Professors**

- Placement of mentored students into significant academic, scholarly or professional positions
- Scholarly peer-reviewed publications about teaching

- Invited teaching opportunities at domestic or international institution of recognized excellence, workshops and/or institutes
- University or professional society outstanding teacher or mentor awards
- Funding and grant support for teaching/learning/mentoring projects and programs
- Service as a Director of Graduate Education
- Participation in committees that contribute to the teaching and advising mission of the department, college or university

## **Research/Scholarly Activity**

### **Evidences for Associate and Full Professors**

- Extramural peer-reviewed research funding awards (e.g., NIH R level awards)
- Scholarly academic publications (research, reviews, theoretical papers, teaching and programmatic evaluations) in leading refereed journals (print and electronic)
- Fellowship or research awards
- Peer recognition of research
- Manuscript reviews for leading journals and publishers
- Presentation of invited academic papers at international and national meetings, domestic or international institution of recognized excellence, workshops and/or institutes
- Publication of chapter(s) in scholarly book(s) by reputable publisher(s)
- Technical reports
- Community service research activities

### **•Evidences for Full Professors**

- Publication of scholarly book(s) by reputable publisher(s)
- Publication and/or funding resulting from interdisciplinary collaborative efforts with researchers in other fields where the faculty member occupies a substantial role in research
- Interdisciplinary research development
- Editing scholarly book(s) by reputable publisher(s)
- Status as editor or member of editorial board of leading journals
- Membership in peer-review panel(s) for national research organization(s)
- Serving as a research/scientific consultant at local, national and international levels

## **Service**



### **Evidences for Associate and Full Professors**

- Service to community, regional, state, national or international professional organizations as a representative of the University of Kentucky
- Committee Service at a national or international organizations (e.g., membership committee) and meetings (e.g., program chair)
- Administrative committee service to the Department, College and University
- Organizer of state, regional, national or international community service conference or symposium

### **•Evidences for Full Professors**

- Service on governmental commissions, task forces, or boards
- Community leadership at UK (e.g., chairing of a University committee)
- Faculty council committee service for the College and University
- Serving as an academic consultant at local, national and international levels

**Department of Emergency Medicine**  
**Statements of Evidences of Faculty Activity**  
**May, 2010**

**Basic Evidence for Faculty working in the Emergency Department:**

For Assistant Professor: Board Eligible or Certified by the American Board of Emergency Medicine (or equivalent, such as the American Osteopathic Board of Emergency Medicine)

For Associate Professor or higher: Board Certified by the American Board of Emergency Medicine (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 from a panel of co-workers/professional colleagues

**Instruction**

- Teaching performance as evidenced by such measures as resident, student, and peer evaluations
- Administration of a university/College of Medicine curriculum course
- Creation of a new university/College of Medicine curriculum course
- Recognition by residents 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 research or creative activity that is validated by peers
- Selection for a departmental, College of Medicine, university, or professional society teaching award
- 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 University or at outside institution
- Teaching in a College of Medicine-wide, university-wide, or public forum
- Significant contribution to the professional development of students and/or residents, 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 and/or resident mentored and/or supervised by the faculty member

- Excellent placement of student/resident mentored/supervised by the faculty member into academic, scholarly, or professional position(s) following training
- Outstanding performance as an advisor/mentor to a resident/student, 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

#### Research/Scholarly Activity

- Intramural research funding (including applications pending or approved)
- Extramural research funding, including contracts and industry-sponsored, in the department or otherwise in the College of Medicine (including applications pending or approved)
- 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 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
- Enrollment/mentoring of previously uninvolved clinical faculty in organized basic or clinical research, as evidenced by their inclusion as co-investigators, co-authors, 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
- Demonstrated clinical leadership, such as organization/administration/innovation of patient care activity in the Emergency Department

- Directorship
- Service as a committee member, committee chair, officer, or director in a local, state, regional, national or international professional organization (including ACEP, SAEM, EMRA, 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.*, Doctors without Borders, Operation Smile, Shoulder to Shoulder, 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

Statements of Evidence for the Department of Family and Community Medicine  
Criteria for Appointment, Promotion &/or Tenure  
Academic Medical Educator (Special Title Series)

	<b>ASSOCIATE PROFESSOR</b>	<b>PROFESSOR</b>
<b>SERVICE</b>	<p><u>Examples of excellence in clinical service:</u></p> <ul style="list-style-type: none"> <li>• Volume of billed or contracted services above the national benchmark appropriate to scope of practice and practice setting</li> <li>• Evaluations of patient care by peers, learners, patients, and/or staff</li> <li>• Active participation in assigned clinical duties, commensurate with job description, DOE, training and experience (e.g. outpatient, inpatient, procedural, contractual)</li> <li>• Provision of specially-focused clinical services and creation of opportunities for the same (e.g. wellness, maternity care, sports medicine, home visits, hospice services, comprehensive geriatric evaluations, behavioral science)</li> <li>• Greater than local reputation for excellence in clinical practice, as evidenced by attestations of peers, leaders in the field and/or publications or presentations beyond the local level and/or service in pertinent organizations</li> <li>• Participation in the development and/or implementation of new processes or practices that improve patient care</li> <li>• Participation in the development and/or implementation of inter-professional or multi-disciplinary models or systems of care</li> </ul> <p><u>Examples of excellence in service at UKCOM or its equivalent elsewhere:</u></p> <ul style="list-style-type: none"> <li>• High level of professionalism based on evaluations by peers, residents, students, patients, and/or staff</li> <li>• Service on intramural committees or task forces</li> <li>• Participation in academic governance beyond departmental level</li> <li>• Leadership of academic units at the departmental level</li> <li>• Contributions to organizational transformation to support educational innovations</li> <li>• Service in professional societies beyond the local level</li> <li>• Appointment to a specialty board, the NBME or a state licensure board</li> <li>• Service on a govt. commission, council or advisory group at or beyond the regional level</li> <li>• Leadership of conferences or symposia beyond the local level</li> <li>• Community service activities that advance the stated mission of the university, college and/or department</li> <li>• Invited consultation in area of emphasis beyond the local level</li> <li>• Appointment to professional education accreditation councils or committees beyond the local level</li> </ul>	<p><u>Examples of excellence in clinical service:</u></p> <ul style="list-style-type: none"> <li>• Development and evaluation of new approaches designed to improve patient care</li> <li>• 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</li> <li>• Leadership role in provision of health care at local or regional level</li> <li>• Development and implementation of service contracts or grants that contribute to the mission of the college and/or the department</li> <li>• Development and implementation of inter-professional or multi-disciplinary models or systems of clinical care</li> </ul> <p><u>Examples of continued excellence in service that include those that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation:</u></p> <ul style="list-style-type: none"> <li>• Leadership role in professional society(ies) at or beyond the regional level, with active participation in development of programs or policies</li> <li>• Leadership on intramural committees or task forces</li> <li>• Leadership of innovative collaborations or partnerships that advance the educational mission or goals of the university, college and/or department</li> <li>• Service in professional societies at national or international level</li> <li>• Leadership in development of service contributions that advance the mission or goals of the university, college and/or department</li> <li>• Service on a govt. commission, council or advisory group at national or international level</li> <li>• Leadership of national or international conferences or symposia</li> <li>• Invited consultation in area of emphasis at the national or international level</li> </ul>

Statements of Evidence for the Department of Family and Community Medicine  
Criteria for Appointment, Promotion &/or Tenure  
Academic Medical Educator (Special Title Series)

	<b>ASSOCIATE PROFESSOR</b>	<b>PROFESSOR</b>
<b>INSTRUCTION</b>	<p><u>Examples of excellence in teaching students, residents, fellows, and/or colleagues at UKMC or its equivalent elsewhere, or in CME venues:</u></p> <ul style="list-style-type: none"> <li>• Supervisor, peer, and/or learner evaluations</li> <li>• Teaching awards at or beyond the local level</li> <li>• Peer recognition for educational excellence at or beyond the local level</li> <li>• Fulfillment of teaching duties as assigned by the chair and commensurate with DOE, training and experience</li> <li>• Administration of major educational programs or curricula for residents, fellows or medical students</li> <li>• Contributions to the development, implementation and evaluation of innovative approaches to teaching</li> <li>• Contributions to the development, implementation and evaluation of innovative approaches to learner evaluation / feedback</li> <li>• Mentoring or advising of residents, fellows, and/or students</li> <li>• Service on graduate student committees</li> <li>• Contributions to the development, implementation, and evaluation of faculty development activities</li> <li>• Contribution to the development, implementation and evaluation of innovations in inter-professional education</li> </ul>	<p><u>Examples of continued excellence in teaching to include those that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation:</u></p> <ul style="list-style-type: none"> <li>• Leadership in the development, implementation and evaluation of a new course or curriculum that fulfills an identified need or gap</li> <li>• Leadership in the development, implementation and evaluation of innovations in teaching or learner evaluation / feedback</li> <li>• Leadership in the development, implementation and evaluation of faculty development programs</li> <li>• Successful mentorship of trainees or faculty as evidenced by achievements of these protégés</li> <li>• Teaching awards at the national or international level</li> <li>• Recognition for educational excellence at national or international level</li> <li>• Leadership of national or international conferences or symposia</li> </ul>
<b>SCHOLARSHIP</b>	<p><u>Examples of excellence in scholarly work include clinical, health sciences or educational research at UKCOM or its equivalent elsewhere, such as:</u></p> <ul style="list-style-type: none"> <li>• Peer-reviewed presentations at the regional or greater level</li> <li>• Invited presentations at the regional or greater level</li> <li>• Publication in peer-reviewed journals and/or other periodicals</li> <li>• Publication of textbooks, book chapters, book reviews, editorials, computer-based or audio-video materials</li> <li>• PI or substantive co-investigator on extramural grants or contracts for innovation in education</li> <li>• Substantive role in collaborative educational research across disciplines, colleges or universities</li> <li>• Reviewer for one or more professional journals or similar web-based resources</li> <li>• Mentorship of trainees or other faculty for scholarly activity in education</li> <li>• Development of exam items for specialty board or the NBME</li> <li>• Grant application review at local level or beyond</li> <li>• Other dissemination of innovations in education beyond the local level</li> </ul>	<p><u>Examples of continued scholarly work that include those that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation, such as:</u></p> <ul style="list-style-type: none"> <li>• PI on extramural grants or contracts for educational innovation or research</li> <li>• Development and evaluation of innovations in education</li> <li>• Development of infrastructure to support educational research or innovation</li> <li>• National or international reputation as an authority in medical education</li> <li>• Invited presentations about education at the national or international level</li> <li>• Development and implementation of infrastructure for education research</li> <li>• Multiple publications in peer reviewed journals and/or other periodicals</li> <li>• Editor or member of editorial board for professional journal, textbook, or similar web-based resource</li> <li>• Leadership of collaborative education innovation or research across disciplines, colleges or universities</li> <li>• Grant application review at national or international level</li> </ul>

Statements of Evidence for the Department of Family and Community Medicine  
Criteria for Appointment, Promotion &/or Tenure  
Academic Clinician/Scientist (Special Title Series)

	<b>ASSOCIATE PROFESSOR</b>	<b>PROFESSOR</b>
<b>SERVICE</b>	<p><u>Examples of excellence in clinical service at UKCOM or elsewhere:</u></p> <ul style="list-style-type: none"> <li>• Volume of billed or contracted services above the national benchmark appropriate to scope of practice and practice setting</li> <li>• Evaluations of patient care by peers, learners, patients, and/or staff</li> <li>• Participation in assigned clinical duties, commensurate with job description, DOE, training and experience (e.g. outpatient, inpatient, procedural, contractual)</li> <li>• Provision of specially-focused clinical services and creation of opportunities for the same (e.g. wellness, maternity care, sports medicine, home visits, hospice services, comprehensive geriatric evaluations, behavioral science)</li> <li>• Introduction and evaluation of new, innovative approaches to patient care locally and develops standards for clinical quality improvement projects</li> <li>• Greater than local reputation for excellence in effective clinical practice, as evidenced by attestations of peers, leaders in the field and/or publications or presentations beyond the local level, and/or service in pertinent organizations</li> <li>• Participation in the development and/or implementation of inter-professional or multi-disciplinary models or systems of care</li> </ul> <p><u>Examples of excellence in other service at UKCOM or its equivalent elsewhere:</u></p> <ul style="list-style-type: none"> <li>• High level of professionalism based on evaluations by peers, residents, students, patients, and/or staff</li> <li>• Service on intramural committees or task forces</li> <li>• Service in professional societies beyond the local level</li> <li>• Participation in collaborations that advance the mission or goals of the university, college and/or department.</li> <li>• Appointment to a specialty board, the NBME or a state licensure board</li> <li>• Service on a govt. commission, council or advisory group</li> <li>• Leadership of conferences or symposia beyond the local level</li> <li>• Community service activities that advance the stated mission of the university, college and/or department</li> </ul>	<p><u>Examples of excellence in clinical service at UKCOM or elsewhere that include those that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation:</u></p> <ul style="list-style-type: none"> <li>• Development and evaluation of new approaches to patient care that are applicable beyond the local level</li> <li>• Reputation for excellence in clinical practice, at the national or international level as evidenced by attestations of leaders in the field or publications or presentations, or service in pertinent national organizations</li> <li>• Development and evaluation of inter-professional or multi-disciplinary models or systems of clinical care</li> </ul> <p><u>Examples of continued excellence in other service that include those that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation:</u></p> <ul style="list-style-type: none"> <li>• Leadership of intramural committees or task forces</li> <li>• Leadership role in professional societies beyond the local level, with participation in development of the societies' programs or policies</li> <li>• Leadership of innovative collaborations that advance the mission or goals of the university, college and/or department.</li> <li>• Leadership in development of services that advance the mission or goals of the university, college and/or department</li> <li>• Service in professional societies at national or international level</li> <li>• Service as a leader in extramural organization(s) commensurate with mission or goals of the university, college and/or department.</li> <li>• Service on a govt. commission, council or advisory group at national or international level</li> <li>• Appointment to professional education accreditation councils or committees</li> </ul>

Statements of Evidence for the Department of Family and Community Medicine  
Criteria for Appointment, Promotion &/or Tenure  
Academic Clinician/Scientist (Special Title Series)

	<b>ASSOCIATE PROFESSOR</b>	<b>PROFESSOR</b>
<b>INSTRUCTION</b>	<p><u>Examples of excellence in teaching students, residents, fellows, and/or colleagues at UKMC or its equivalent elsewhere, or in CME venues:</u></p> <ul style="list-style-type: none"> <li>• Supervisor, peer, and/or learner evaluations</li> <li>• Learner outcomes as measured by examination results or career progress</li> <li>• Teaching awards at or beyond the local level</li> <li>• Administration of major educational programs or curricula for residents, fellows or medical students</li> <li>• Fulfillment of all teaching duties as assigned by the chair and commensurate with DOE, training and experience</li> <li>• Service on graduate student committees</li> <li>• Participation in innovative approaches to teaching and/or learner evaluation</li> <li>• Mentoring or serving as a role-model for residents, fellows, and/or students</li> <li>• Contributions to faculty development</li> <li>• Participation in inter-professional education</li> </ul>	<p><u>Examples of continued excellence in teaching to include those that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation:</u></p> <ul style="list-style-type: none"> <li>• Leadership of a course or curriculum that fulfills an identified need or gap</li> <li>• Recognition for educational excellence at the national or international levels</li> <li>• Development and evaluation of faculty development programs</li> <li>• Successful mentorship of trainees or faculty as evidenced by achievements of these protégés</li> <li>• Leadership of national or international conferences or symposia</li> </ul>
<b>SCHOLARSHIP</b>	<p><u>Examples of excellence in scholarly work include clinical, health sciences or educational research at UKCOM or its equivalent elsewhere, such as:</u></p> <ul style="list-style-type: none"> <li>• Peer-reviewed presentations at the regional or greater level</li> <li>• Invited presentations at the regional or greater level</li> <li>• PI or substantive co-investigator role on extramural grants or contracts for innovation</li> <li>• Publication of peer-reviewed materials pertinent to the specialty, including internet-based media</li> <li>• Sole author or co-author of published work in textbooks, book chapters, book reviews</li> <li>• Sole author or co-author of computer-based or audio-video materials</li> <li>• Other dissemination of innovations beyond the local level</li> <li>• Significant role developing clinical or health services research locally or regionally</li> <li>• Substantive role in collaborative research across disciplines, colleges or universities</li> <li>• Development and evaluation and dissemination of new approaches to patient care, including innovative clinical applications or innovations in health care delivery</li> <li>• Reviewer for one or more professional journals or similar web-based resources</li> <li>• Mentorship of trainees or other faculty for scholarly activity</li> <li>• Development of exam items for specialty board or the NBME</li> <li>• Reviewer of grant applications at local or regional level</li> </ul>	<p><u>Examples of continued scholarly work that include those that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation, such as:</u></p> <ul style="list-style-type: none"> <li>• PI on extramural grants or contracts for innovation or research</li> <li>• National or international reputation as an authority in one or more areas important to the specialty</li> <li>• Development and implementation of infrastructure for clinical or health services research</li> <li>• Editor or member of editorial board for professional journal, textbook, or similar web-based resource</li> <li>• Leadership of collaborative research across disciplines, colleges or universities</li> <li>• Reviewer of grant applications at national or international level</li> </ul>



Statements of Evidence for the Department of Family and Community Medicine  
Criteria for Appointment, Promotion &/or Tenure  
Clinical Faculty (Clinical Title Series)

	<b>ASSOCIATE PROFESSOR</b>	<b>PROFESSOR</b>
<b>SERVICE</b>	<p><u>Examples of excellence in clinical service at UKCOM or its equivalent elsewhere:</u></p> <ul style="list-style-type: none"> <li>• Volume of billed or contracted services above the national benchmark appropriate to scope of practice and practice setting</li> <li>• Evaluations of patient care by peers, learners, patients, and/or staff</li> <li>• Active participation in assigned clinical duties, commensurate with job description, DOE, training and experience (e.g. outpatient, inpatient, procedural, contractual)</li> <li>• Provision of specially-focused clinical services and creation of opportunities for the same (e.g. wellness, maternity care, sports medicine, home visits, hospice services, comprehensive geriatric evaluations, behavioral science)</li> <li>• Greater than local reputation for excellence in effective clinical practice, as evidenced by attestations of peers, leaders in the field and/or publications or presentations beyond the local level, and/or service in pertinent organizations</li> <li>• Participation in the development and/or implementation of new processes or practices that improve patient care</li> <li>• Participation in the development and/or implementation of inter-professional or multi-disciplinary models or systems of patient care</li> </ul> <p><u>Examples of excellence in service at UKCOM or its equivalent elsewhere:</u></p> <ul style="list-style-type: none"> <li>• High level of professionalism based on evaluations by peers, residents, students, patients, and/or staff</li> <li>• Service on intramural committees or task forces</li> <li>• Service in professional societies beyond the level</li> <li>• Service as a member of a specialty board, the NBME or a state licensure board</li> <li>• Community service activities that advance the mission of the university, college and/or department</li> <li>• Appointment to professional education accreditation councils or committees</li> <li>• Service on a government commission, council or advisory group beyond the local level</li> </ul>	<p><u>Examples of excellence in clinical service that include those that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation:</u></p> <ul style="list-style-type: none"> <li>• Leadership in the development and evaluation of new approaches designed to improve patient care</li> <li>• 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</li> <li>• Leadership role in provision of health care at local or regional level</li> <li>• Development and implementation of service contracts or grants that contribute to the mission of the college and/or the department</li> <li>• Development and implementation of inter-professional or multi-disciplinary models or systems of clinical care</li> </ul> <p><u>Examples of continued excellence in other service that include those that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation:</u></p> <ul style="list-style-type: none"> <li>• Leadership role in professional societies beyond the local level, with participation in development of the societies' programs or policies</li> <li>• Leadership of innovative collaborations or partnerships that advance the mission or goals of the university, college and/or department</li> <li>• Service in professional societies at the national or international level</li> <li>• Service as a leader in extramural organization(s) commensurate with mission or goals of the university, college and/or department</li> <li>• Leadership of intramural committees or task forces</li> <li>• Leadership in development of services that advance the mission or goals of the university, college and/or department</li> <li>• Entrepreneurial leadership commensurate with the mission or goals of the university, college and/or department</li> <li>• Service on a government commission, council or advisory group at the national or international level</li> </ul>

Statements of Evidence for the Department of Family and Community Medicine  
Criteria for Appointment, Promotion &/or Tenure  
Clinical Faculty (Clinical Title Series)

	<b>ASSOCIATE PROFESSOR</b>	<b>PROFESSOR</b>
<b>INSTRUCTION</b>	<p><u>Examples of excellence in teaching students, residents, fellows, and/or colleagues at UKMC or its equivalent elsewhere, or in CME venues:</u></p> <ul style="list-style-type: none"> <li>• Supervisor, peer, and/or learner evaluations</li> <li>• Teaching awards at or beyond the local level</li> <li>• Fulfillment of teaching duties as assigned by the chair and commensurate with DOE, training and experience</li> <li>• Participation in innovative approaches to teaching and/or learner evaluation</li> <li>• Mentoring or advising of residents, fellows, and/or students demonstrated by learner achievements or letters</li> <li>• Participation in inter-professional education</li> <li>• Administration of major educational programs or curricula for residents, fellows or medical students</li> </ul>	<p><u>Examples of continued excellence in teaching to include those that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation:</u></p> <ul style="list-style-type: none"> <li>• Leadership of a course or curriculum that fulfills an indentified need or gap</li> <li>• Development of a new course or curriculum that fulfills an indentified need or gap</li> <li>• Recognition for educational excellence by professional societies</li> <li>• Development of innovative approaches to teaching and/or learner evaluation</li> <li>• Recognition for educational contributions beyond the regional level</li> </ul>
<b>SCHOLARSHIP</b>	<p><u>Examples of excellence in scholarly work include clinical, health sciences or educational research at UKCOM or its equivalent elsewhere, such as:</u></p> <ul style="list-style-type: none"> <li>• Introduction and evaluation of new, innovative approaches to patient care locally and development of standards for clinical quality improvement projects</li> <li>• Presentations about innovations at the regional or greater level</li> <li>• Sole author or co-author of publications pertinent to specialty, including book chapters, book reviews, journal articles, editorials</li> <li>• Sole author or co-author of computer-based or audio-video materials</li> <li>• Reviewer for professional journals or similar web-based resources</li> <li>• Service on an editorial board for professional journal or similar web-based resource</li> <li>• Exam question developer for specialty board or the NBME</li> <li>• Collaborative role in clinical or health service research</li> </ul>	<p><u>Examples of continued scholarly work that include those that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation, such as:</u></p> <ul style="list-style-type: none"> <li>• Continued collaborative or leadership role on funded grants supporting scholarly work, including training grants</li> <li>• Development and evaluation of new approaches to patient care, including innovative clinical applications or innovations in health care delivery</li> <li>• Development of infrastructure to support clinical or health services research</li> <li>• Development and evaluation of innovations in clinical education</li> <li>• Service on an editorial board for professional journal or similar web-based resource</li> </ul>

Statements of Evidence for the Department of Family and Community Medicine  
Criteria for Appointment, Promotion &/or Tenure  
Research Faculty (Research Title Series)

	<b>ASSOCIATE PROFESSOR</b>	<b>PROFESSOR</b>
<b>SERVICE</b>	<p><u>Examples of excellence in service at UKCOM or its equivalent elsewhere:</u></p> <ul style="list-style-type: none"> <li>• Service on intramural committees or task forces commensurate with DOE</li> <li>• Service in professional societies beyond the local level</li> <li>• Service on scientific advisory groups beyond the local level</li> <li>• Invited consultation beyond the local level</li> <li>• Expansion or strengthening of research infrastructure, including supportive structures for grant preparation</li> <li>• Planning of research conferences or symposia beyond the local level</li> <li>• Coordinating support for grant applications supporting DFCM missions, both in preparing the application and during the grant itself</li> </ul>	<p><u>Examples of continued excellence in service include those that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation, such as:</u></p> <ul style="list-style-type: none"> <li>• Service in professional societies at the national or international level</li> <li>• Service on scientific advisory groups at the national or international level</li> <li>• Involvement in planning of national or international research conferences or symposia</li> <li>• Leadership on intramural committees or task forces</li> </ul>
<b>INSTRUCTION</b>	<p><u>Examples of excellence in teaching students, residents, fellows, and/or colleagues at UKMC or its equivalent elsewhere, or in CME venues:</u></p> <ul style="list-style-type: none"> <li>• Supervisor, peer, and/or learner evaluations</li> <li>• Scholarly achievements of advisees or protégés</li> <li>• Service on graduate student committees</li> <li>• Meaningful contributions to faculty development programming</li> </ul>	<p><u>Examples of continued excellence in teaching that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation, such as:</u></p> <ul style="list-style-type: none"> <li>• Leadership in the development, implementation and evaluation of faculty development programs</li> <li>• Leadership of national or international conferences or symposia</li> </ul>
<b>SCHOLARSHIP</b>	<p><u>Examples of excellence in scholarly work include clinical, health sciences or educational research at UKCOM or its equivalent elsewhere, such as:</u></p> <ul style="list-style-type: none"> <li>• Peer-reviewed presentations at the regional or greater level</li> <li>• Invited presentations at the regional or greater level</li> <li>• Publication of books or book chapters</li> <li>• Publication of peer-reviewed journals and/or other periodicals</li> <li>• Other dissemination of innovations beyond the local level</li> <li>• PI or substantive co-investigator role on extramural research or training grants or contracts</li> <li>• Substantive role in collaborative research across disciplines, colleges or universities</li> <li>• Review for one or more professional journals or similar web-based resources</li> <li>• Mentorship of trainees or faculty for research</li> <li>• Awards for excellence in research</li> <li>• Grant reviewer at local or regional level</li> <li>• Membership in professional societies</li> </ul>	<p><u>Examples of continued scholarly work that include those that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation, such as:</u></p> <ul style="list-style-type: none"> <li>• PI on extramural research or training grants or contracts</li> <li>• Development and evaluation of innovations in education</li> <li>• Development of infrastructure to support educational research or innovation</li> <li>• National or international reputation in one or more areas of research</li> <li>• Peer-reviewed presentations at the national or international level</li> <li>• Invited presentations at the national or international level</li> <li>• Grant review at national or international level</li> <li>• Awards for excellence in research beyond the local level</li> </ul>

**Statements of Evidence for Promotion and Tenure  
Assistant to Associate Professor  
Graduate Center for Nutritional Sciences**

As specified in AR II-1.0-1 of the University's Policies and Procedures manual and the College of Medicine Appointment, Promotion, and Tenure booklet, faculty members will be evaluated for appointment and promotion from **Assistant Professor to Associate Professor** using three basic criteria. These criteria include:

- (1) instructional activities;**
- (2) research and other creative activities;**
- (3) professional, University, and public service.**

Below are listed evidences of excellence in the three criteria in order of approximate priority. They are intended as examples and not inclusive requirements for tenure and promotion. A detailed explanation of these three criteria and examples of other evidence that will be used in guiding evaluations for promotion and tenure in the Graduate Center for Nutritional Sciences are as follows:

- 1. Instructional activities:** Faculty are required to participate in the teaching missions of the Department. This participation includes teaching Departmental courses, seminar/tutorial programs, and/or courses offered by other departments within The University of Kentucky. Teaching is assessed through written evaluations by colleagues who participate and/or monitor the course and/or by student evaluations. Faculty are also evaluated in their active role mentoring graduate students, postdoctoral fellows, and where applicable, undergraduate students.

**Evidence of Instructional Excellence:** The following is a representative and non-inclusive list of evidence that will be considered in evaluation of a candidate for promotion and/or tenure.

- Didactic instruction at a rigorous level, with recognized excellence as measured by peer evaluation, student performance evaluation and/or student satisfaction survey.
- Direction of graduate research which may include acting as chair of doctoral or masters research committee(s), participation on doctoral or masters research committees or significant contributions to student mentoring. Evidence may include publication activity, award of predoctoral fellowships or grants and/or placement of former graduate students in appropriate professional positions, letters from current or former graduate students.

- Direction of postdoctoral research as evaluated by peers and/or letters from current or former postdoctoral fellows. Evidence may include publication activity, award of postdoctoral fellowships or grants and/or placement of former postdoctoral students in appropriate professional positions.
  - Outstanding performance as Departmental Director of Graduate Studies.
  - Receipt of an outstanding teaching award(s) from the University or professional society
  - Development of a new course or a new section in an existing course.
  - Receiving external grant support for teaching and/or learning projects.
  - Direction of student research (e.g., medical student, undergraduate), as evaluated by peers, including published papers and/or abstracts and course credit.
  - Invitation to teach technical workshops at regional, national or international institutions of higher learning or at scientific society meetings.
- 2. Research and other creative activities:** Faculty are required to develop an independent and nationally recognized research program.

**Evidence of Research Excellence:** The following is a representative and *non-inclusive* list of evidence that will be considered in evaluation of a candidate for promotion and/or tenure:

- Extramural research funding as principal investigator from a major funding agency with the expectation that funding will continue.
- Supervision of technicians, postdoctoral fellows, graduate students, and/or undergraduate students who participate in the research program. Consideration of the career trajectories of laboratory personnel.
- Publications in leading refereed journals and their impact on the field, especially in the field of nutritional sciences
- A typical person at this level will have one paper/year in peer-reviewed journals as first or corresponding author but the quality and number of publications will also be considered.

- Receiving a major fellowship or research award.
  - Significant publication and/or research funding resulting from collaborative efforts with other researchers where the faculty member plays a substantial role in the research.
  - Publication and/or editing of scholarly book(s) in the faculty member's area of research.
  - Participation in the peer review process for major research funding agencies.
  - Participation in the peer-review process for leading research journals. Serving as editor or member of the editorial board of a major journal.
  - Presentation of research at national and international conferences.
  - Peer acknowledgement through solicited letters from leaders in the faculty member's area of research.
3. **Professional, University and public service:** Faculty are required to provide service to the University, College of Medicine, the Department and the community at large.

**Evidence of Service Excellence:** The following are examples of excellence in service activities. This non-inclusive list can be used as a guideline for evaluation of a candidate for promotion and/or tenure:

- Service on University committees.
- Serving as an officer in a relevant national or international professional organization.
- Serving as an officer in a relevant regional or state professional organization.
- Serving on a major governmental commission, task force or board.
- Participate in organization of state, regional, national, or international conference or symposia.
- Participation in community activities relevant to the mission of the University.

**Statements of Evidence for Promotion and Tenure  
Associate to Full Professor  
Graduate Center for Nutritional Sciences**

As specified in AR II-1.0-1 of the University's Policies and Procedures manual and the College of Medicine Appointment, Promotion, and Tenure booklet, faculty members will be evaluated for appointment and promotion from **Associate Professor to Full Professor** using three basic criteria.

These criteria include:

- (1) instructional activities;**
- (2) research and other creative activities;**
- (3) professional, University, and public service.**

Below are listed evidences of excellence in the three criteria in order of approximate priority. They are intended as examples and not inclusive requirements for tenure and promotion. A detailed explanation of these three criteria and examples of other evidence that will be used in guiding evaluations for promotion to Full Professor in the Graduate Center for Nutritional Sciences are as follows:

- 1. Instructional activities:** Faculty are required to participate in the teaching missions of the Department. This participation includes teaching Departmental courses, seminar/tutorial programs, and/or courses offered by other departments within The University of Kentucky. Teaching is assessed through written evaluations by colleagues who participate and/or monitor the course and/or by student evaluations. Faculty are also evaluated in their active role mentoring graduate students, postdoctoral fellows, and where applicable, undergraduate students.

**Evidence of Instructional Excellence:** The following is a representative and *non-inclusive* list of evidence that will be considered in evaluation of a candidate for promotion and/or tenure.

- Didactic instruction at a rigorous level, with recognized excellence as measured by peer evaluation, student performance evaluation and/or student satisfaction survey.
- Direction of graduate research which may include acting as chair of doctoral or masters research committee(s), participation on doctoral or masters research committees or significant contributions to student mentoring. Evidence may include publication activity, award of predoctoral fellowships or grants and/or placement of former graduate

students in appropriate professional positions, letters from current or former graduate students.

- Direction of postdoctoral research as evaluated by peers and/or letters from current or former postdoctoral fellows. Evidence may include publication activity, award of postdoctoral fellowships or grants and/or placement of former postdoctoral students in appropriate professional positions.
  - Outstanding performance as Departmental Director of Graduate Studies.
  - Receipt of an outstanding teaching award(s) from the University or professional society
  - Development of a new course or a new section in an existing course.
  - Receiving external grant support for teaching and/or learning projects.
  - Direction of student research (e.g., medical student, undergraduate), as evaluated by peers, including published papers and/or abstracts and course credit..
  - Invitation to teach technical workshops at regional, national or international institutions of higher learning or at scientific society meetings.
2. **Research and other creative activities:** Faculty are required to develop an independent and internationally recognized research program.

**Evidence of Research Excellence:** The following is a representative and *non-inclusive* list of evidence that will be considered in evaluation of a candidate for promotion to Full Professor

- Development of an independent, national and/or internationally recognized research program.
- Extramural research funding as principal investigator from a major funding agency with the expectation that funding will continue. .
- Award of extramural grants as principal investigator in areas that represent departure from prior research themes.



- Supervision of technicians, postdoctoral fellows, graduate students, and undergraduate students who participate in the research program. Consideration of the career trajectories of these coworkers.
  - Publications in leading refereed journals and their impact on the field, including citation.
  - A sustained record of publication as the corresponding author in high quality, peer-reviewed journals from work emanating from the University of Kentucky.
  - Receiving a major fellowship or research award.
  - Significant publication and/or research funding resulting from collaborative efforts with other researchers where the faculty member plays a substantial role in the research.
  - Publication and/or editing of scholarly book(s) in the faculty member's area of research.
  - Participation in the peer review process for major research funding agencies.
  - Participation in the peer-review process for leading research journals. Serving as editor or member of the editorial board of a major journal.
  - Presentation of research at national and international conferences.
  - Peer acknowledgement through solicited letters from leaders in the faculty member's area of research.
3. **Professional, University and public service:** Faculty are required to provide service to the University, College of Medicine, the Department and the community at large.

**Evidence of Service Excellence:** The following are examples of excellence in service activities. This *non-inclusive* list can be used as a guideline for evaluation of a candidate for promotion and/or tenure:

- Service on University committees at all levels.
- Serving as an officer in a relevant national or international professional organization.

- Serving as an officer in a relevant regional or state professional organization.
- Serving on a major governmental commission, task force or board.
- Serving an administrative leadership role at the University of Kentucky.
- Serving as an officer in the Faculty Senate.
- Organizer of state, regional, national, or international conference or symposia.
- Participation in community activities relevant to the mission of the University.

## GRADUATE CENTER FOR TOXICOLOGY

University of Kentucky

College of Medicine

### Evidences of Activity for use in performance review, reappointment, promotion and tenure of Core GCT faculty

- a. Mandate for unit-level establishment of evaluative evidences of activity. Under the Governing Regulations of the University, the University-level criteria for performance, reappointment, promotion and tenure are established by the President (GR VII.A.1.2; GR VII.V.5). These University-level criteria have been promulgated by the President in AR 2. Within that framework, the Governing Regulations require that the Core faculty of the GCT shall develop a written statement describing the evidences of activity in instruction, research and service that are appropriate to the unit's field(s), for use in guiding evaluations (GR VII.A.6.(c)). These written statements are subject to the final approval of the Dean of the College of Medicine.
- b. Intent. The following descriptions of evidences of activity toward University-level criteria are provided as a mechanism of furthering clarity and communication within the GCT, and with the administration, as to the expectations for activities of Core faculty whose primary appointments are in the unit. In addition, provision of examples of evidences that will be accepted for consideration under those University-level criteria further assists the subject faculty member in preparing evaluation materials that fully illustrate merits of their case. University regulations require that all personnel considerations be performed on the basis of merit (AR 2:1-2). Thus, documentation of the unit-level statements on discipline-appropriate evidences enables participating faculty to protect the opportunity that the regulations intend for the subject faculty members to have the full merits of their cases available for assessment. In these processes, the evidences used within the GCT will be approved by the Dean of the College of Medicine as consistent with the University-level criteria.
- c. Research Area of Activity (AR II-1.0-1.A.2)
  - (1). Evidences of Activity in Research. In accordance with the Governing Regulations (GR VIIA.6.(c) and the Administrative Regulations (AR 2:2), it is expected that Core GCT faculty will produce publications in the mode of refereed journals. Although obtaining extramural funding is not in and of itself a criterion of activity in Research, in the discipline of Toxicology, it is typically necessary to secure extramural funding in order to support the expenses associated with continuous productivity in publication. GCT Core faculty are also expected to vigorously seek this sufficient extramural funding to the extent necessary to sustain continuous productivity, the success of which and level of funding being commensurate with the funding levels and award rates of funding sources in the individual's discipline. The quality of publications will also be considered, assessments of which will be assisted by evidences of quality described below. Additional activities in research beyond journal articles (sustained as needed by extramural funding) are expected, the particular combinations of activities being determined by the needs of the unit and the academic freedom of the faculty member.
  - (2). Acceptable evidences of activity under the criteria area of research, or activities in support of the research program, include but are not limited to those listed.
    - (a). Quantity of activity
      - i. Publications (in order of importance).

- Number of refereed journal publications or refereed books.
- Number of publications as book chapters, symposium proceedings.
- Number of publications in un-refereed journals, popular press articles, intramural publications, etc.
- ii. Non-published activities.
  - Patent submissions.
  - Development of computer software, cell lines, organic compounds, etc. of interest to scientific community.
  - Recruitment of postdoctoral scholars, technical staff.
  - Intramural interdisciplinary/inter-investigator research interactions.

[note: as per a general directive from the Provost, move obtaining grants from here over to evidence of Professional Activity/National Reputation]

(b). Quality of activity.

- i. Publications
  - Impact factor, half-life factors and immediacy factors of journals and published works (as per Sci. Cit. Index).
  - Impact factor of journals of authors who cite your work.
  - Reviews of and number of citations of your work; laudatory comments in external manuscript reviews.
- ii. Non-published activities
  - Solicitations for research advice/materials.
  - Success in recruitment of qualified laboratory staff.

d. Professional Status and Activity (AR 2:2)

(1). Evidences of Professional Status and Activity. It is expected that Core faculty will be members of one or more professional societies within their discipline. It is also expected that a formal presentation will be given at a national-level or international-level scientific meeting at least once per year by the faculty member or representative from his/her research group. Additional activities beyond these specific criteria evidences are expected, the particular combinations of activities being determined by the needs of the unit and the academic freedom of the faculty member.(Professional activity is also considered as a form of public service).

(2). Acceptable evidences of activity of professional status and activity include, but are not limited to, those listed below:

(a). Quantity of activities.

- i. Societal memberships, offices held in, or functions provided to, professional societies.
- ii. Number of meetings attended, presentations given.
- iii. Number of extramural grants, papers, book chapters reviewed.
- iii. Service on grant panels, on-site review teams, editorial councils, ad-hoc committees.
- iv. Securing professional license.

(b). Quality of professional activity.

- i. Expressions of appreciation from journal editors, authors for quality of reviews.
- ii. Expressions of appreciation from panel or symposium organizers, administrators on quality of your professional service.
- iii. Requests for additional information from attendees of symposium.
- iv. Solicitation for your provision of professional service again on panels, teams or as event organizers.
- v. Election to professional office.

(c). Evidences of strong scholarly reputation.

- i. Invitations to give symposium presentations, write review articles, seminars at others institutions, etc.
- ii. Invitations to provide book, journal article or grant reviews.
- iii. Scope of invited event-regional, national, international.
- iv. Funding
  - Success in acquiring contracts, patents, extramural and intramural grant awards,with appropriate weighting for size/source of award, & award rate.
  - Ranking level of proposal by awarding group.
  - Laudatory comments contained in grant reviews.

e. Teaching.

(1). Evidences of Activity. It is expected that Core faculty will perform classroom teaching each academic year and that each Core member serve as coordinator for at least one GCT course each academic year. It is also expected that each faculty member participate in the recruitment of GCT graduate students and will attend departmental seminars and research/journal club meetings. Additional activities beyond these specific criterial elaborations are also expected, the particular combinations of activities being determined by the needs of the unit and the academic freedom of the faculty member.

(2). Acceptable evidences of activity under the teaching area include, but are not limited to, those listed below.

(a). Quantity of teaching activities.

- i. Academic instructions within established curriculum.
  - classroom lectures given, laboratory exercises conducted, topical projects directed-actual contact time.
  - formal office hours associated with courses being taught; number of students hours provided.
  - development of lecture, exercise, topic materials; preparation of syllabus, grading exams, reports, etc.
  - organizing appearance of lectures in multi-instructor courses.
  - assignments in direction and advising students on conceptualization, organization and execution of scientific studies.
  - advising/teaching postdoctoral trainees in apprenticeship role, for which UK gets matriculation credit with the Council on Postsecondary Education.
  - direction of curricular seminars
  - guest lectures in the classes of other instructors
- ii. Academic Instruction-new curricula
  - development of course proposals; pursuing administrative approval processes, etc.

- writing new, original lecture/laboratory materials for new course
- advertising new course
- iii. Non-curricular student-contact and advising activities
  - formal assignments in undergraduate, graduate student coursework advising
  - advising students on career strategies/opportunities
  - advising students on preparation of job applications, teach job seminar skills
  - advising students on preparation of intramural seminars or journal club presentations
  - advising students on writing grant proposals, manuscripts, etc.; presentations at scientific meetings
  - advising students on conceptualization, organization, execution of formal research projects
  - student recruitment visits to other locations, interviews with prospective students
- iv. Non-curricular teaching-related activities
  - organizing student research talk or journal club activities
  - teaching publications, meeting presentations on teaching techniques and issues
  - attendance at teaching workshops; teaching sabbaticals
  - service on graduate committees of students under the direction of other faculty
  - participation on student admissions committees, student appeals committees, etc.
  - teaching program assessment committee activities, etc.
  - writing letters of recommendation for students or graduates

(b). Quality of Teaching Activities

- i. Academic instruction within established curriculum
  - student evaluation ratings
  - narrative evaluations by students, colleagues, Director of Graduate Studies or others who attended lectures
  - narrative evaluations by student groups, graduates, testimonials by parents or other associates of students
  - incorporation of new research advances into instructional materials
  - ability to organize and present class material logically and with conviction
- ii. Academic instruction-new curricula
  - efforts to improve instruction through innovative and experimental approaches
  - success of experimental or new course offerings
- iii. Non-curricular student-contact and advising/mentor activities
  - success in student recruitment or retention
  - student success following adoption of advisory recommendations of the faculty member
  - student success in competitions or job application interviews, etc.
  - success of student organizational activities which the faculty member advised on
- iv. Non-curricular teaching-related activities
  - success in student in obtaining jobs for which the faculty member wrote in support of the student
  - intramural and extramural requests for published teaching materials
  - solicitation for additional, future service in teaching-related advisory capacities
  - smooth, effective functioning of admissions, appeals, and other committees

f. Public and University Service

(1). Evidences of Activity. It is expected that Core faculty will actively participate on GCT committees, and perform other actions in faculty governance that are necessary for the smooth and effective functioning of the GCT. In connection with this evidence of activity, the Director shall ensure that all Core Faculty serve on GCT Committees, such as the Admissions Committee or Curriculum Committee prior to mandatory tenure or promotion considerations (AR II-1.0-1). Additional activities beyond these specific criteria elaborations are expected, the particular combinations of activities being determined by the needs of the public, university, College of Medicine and GCT, and by the academic freedom of the faculty member.

(2). Acceptance evidences of activity under area of service include, but are not limited to, those listed below.

(a). Quantity of service activities.

i. University/ College/ /GCT activities

- committee or other activities toward formation of policy or decisions for actions
- participation in activities of faculty governance (e.g., faculty personnel processes, evaluation of unit staff, etc.)
- performance of administrative duties (e.g., unit administrator, head of task force, Director of Graduate Studies, etc.)
- participation in unit reviews, recommendations on budgetary matters, intramural awards, etc.
- solicitation of gifts to the university

ii. Public Service Activities

- serving as expert witness, rendering professional opinions in written form and in depositions
- presentations to lay groups related to area of expertise
- participation in teacher in-service training; speaking to students in public school system
- participation in telethons or other programs interfacing the university to the public

(b). Quality of Service Activities

i. Adoption of recommendations made in advisory capacity

ii. Letters of appreciation from clientele or other recipients of service activity. Success in soliciting gifts to university.

3/03/2010

**Department of Internal Medicine Comprehensive Examples of Evidences of Activity that Are appropriate for Use in Guiding the Evaluations for Promotion and Tenure**

**In Instruction**

**- Recognition:**

- Outstanding teaching performance as evidenced by such measures as peer-evaluation, student satisfaction, and student outcomes
- Selection for a university or professional society outstanding teacher award
- Receipt of awards for research or academic performance by the faculty member's students
- Receiving external grant support for teaching/learning projects
- Receiving on a competitive basis internal funding for teaching
- Invitation to teach at domestic or international institution

**- Mentoring and Advising:**

- Significant contribution to the professional development of students
- Outstanding performance as a departmental undergraduate or graduate advisor
- Evidence of student mentoring (professional or graduate students)
- Member of graduate student advisory committees
- Placement of graduate students or post-doctoral fellows into academic, scholarly or professional positions

**- Direction and Leadership:**

- Outstanding direction of graduate research or creative activity that is validated by peers
- Direction or leadership role in administering COM courses
- Direction or leadership role in administering Graduate Medical Education programs
- Developing a new course that fills an identified need in the curriculum
- Evidence of courses taught at a rigorous and challenging level, with recognized excellence
- Direction of graduate student thesis or dissertation research
- Successful participation at teaching workshops

**- Publications:**

- Scholarly publications related to teaching

**In Research/Scholarly Activity**



- Substantial extramural, peer-reviewed, funding as principal investigator or project leader
- Receiving major fellowship or research award
- Publications in refereed journals
- Significant publication and/or funding resulting from collaborative efforts with researchers in other fields where the faculty member occupies a substantial role in research
- Publication of scholarly book(s)
- Publication of a chapter in a scholarly book
- Editing a scholarly book
- Frequent citation of publications
- Serving as editor or member of editorial board of peer-reviewed journals
- Serving as a member of review panel for national research organization
- Presentation of invited papers at international and national meetings
- Successful acquisition of patents and other intellectual properties

### *In Service*

#### **- Administrative and Leadership**

- Being an officer or an active committee or subcommittee member in a national or international professional organization
- Being an officer or an active committee or subcommittee member in a regional or state professional organization
- Serving on a governmental commission, task force, or board
- Serving an administrative leadership role at UK or its affiliated institutions
- Serving as program chair or in a similar position at a national or international meeting
- Serving as an officer or active member in the Faculty senate or Faculty council
- Serving as an officer or active member of major COM or Department of Internal Medicine committees
- Serving as an officer or active member in major committees at the University hospital, VA hospital or other patient care-related facilities
- Serving as a member of the IRB or IACUC research committees

#### **- Patient Care**

- Evidence of excellence in professional service to the local community and public at large
- Number of patient encounters
- Number of patient referrals from outside the university
- Number of patient consultations
- Provision of unusual types of service not otherwise available in the region
- Organizing innovative types of patient care programs
- Organizer of state, regional, national or international conference or symposium
- Evidence of excellent performance as medical director of various clinical entities

- Serving as consultant at national and international levels
- Evidence of substantial involvement in local, regional, national and international humanistic activities and volunteerism

**DEPARTMENT of MICROBIOLOGY, IMMUNOLOGY AND MOLECULAR GENETICS**  
**University of Kentucky**  
**College of Medicine**

**STATEMENTS OF EVIDENCES**

**ADDENDUM I Promotion and Tenure Guidelines for Assistant Professors, Regular Title Series.** As specified in AR II-1.0-1 of the University's Policies and procedures manual, faculty members in the Regular Title Series will be evaluated for appointment at the level of Associate Professor and promotion from Assistant Professor to Associate Professor using four basic criteria. These involve their performance in: 1) teaching, advising and other instructional activities; 2) research and other creative activities; 3) recognition; and 4) professional, university and public service. More specifically, the expectations for promotion in the Department of Microbiology, Immunology and Molecular Genetics are interpreted from the ARs as:

**1. Teaching, advising and other instructional activities:** Faculty are required to participate in the teaching of departmental courses, IBS courses and seminar programs. Teaching will be assessed through a combination of written evaluations by colleagues participating or monitoring the course, and by student evaluations. Furthermore, it is expected that faculty will take an active role in mentoring graduate students, and, where possible undergraduate students. This would include serving as either primary mentor of a graduate student or serving on graduate student committees. Evaluation of mentoring accomplishments will be made through analyses of track records of graduated students and solicited letters from present and former students. Minimally, it is expected that the ratings for teaching and mentoring are good based on a composite of peer and student evaluations.

**2. Research and other creative activities.** Faculty are required to develop an independent and nationally recognized research program. The parameters to be used in evaluating the prominence of a research program will include: A solid track record of high quality publications as a principal author in peer reviewed journals. It is expected that the faculty member will average at least one manuscript per year, as the corresponding author in a high quality, peer-reviewed journal. Collaborative research and resultant joint publications are encouraged and will be weighted appropriately, based on the actual contributions, in evaluation of research. As a general rule, at least 5 manuscripts should be derived from research performed at the University of Kentucky.

**3. Recognition:**

- a) A strong track record of independent extramural research grant support from peer reviewed funding agencies such as NIH, DOD, AHA, DOE and NSF. At the time of promotion, the faculty member should be the P.I. of an R01-like grant from at least one of these funding agencies. Ideally, a faculty member should have had an extramural grant renewed or a second extramural grant funded.
- b) Invitations to present research at national and/or international conferences.
- c) Participation in the peer review process and/or journal article reviewing or editorial responsibility.
- d) Guest lectures at Universities or Research Institutes.
- e) Outstanding impact (citation index) of journal articles.
- f) Peer acknowledgement through solicited letters from leaders in the faculty member's area of research

**4. Professional, university and public service:** Service to the University, College of Medicine, the Department and community at large will be assessed by evaluating the track record of the faculty

member's participation in university committees, college committees, departmental committees and community services.

It is important to recognize that these are guidelines and not strict definitions for promotion. Exceptional or outstanding performance in one area can compensate for lesser performance in another area.

## **ADDENDUM II Promotion Guidelines for Promotion from Associate Professors to Professor, Regular Title Series**

As specified in AR II-1.0-1 of the University's Policies and procedures manual, faculty members in the Regular Title Series will be evaluated for appointment at Full Professor and promotion from **Associate Professor to Professor** using four basic criteria. These involve their performance in: 1) teaching, advising and other instructional activities; 2) research and other creative activities; 3) recognition; and 4) professional, university and public service. In general, at the level of Professor compared to Associate Professor we expect a more mature and fully developed faculty member as evidenced by research program breadth, funding strength, expanded recognition, and expanded leadership in education. More specifically, the guidelines for promotion in the Department of Microbiology, Immunology and Molecular Genetics, are interpreted from the ARs as:

- 1. Teaching, advising and other instructional activities:** Faculty are required to participate in the teaching of departmental courses and seminar programs. It is expected that faculty members will have shown leadership by playing an active role in the design and implementation of Departmental courses through service as course director, as the primary instructor of a designated course or through their participation as a lecturer. Teaching will be assessed through a combination of written evaluations by colleagues participating or monitoring the course, and by student evaluations. Furthermore, it is expected that faculty will take an active role in mentoring graduate students, and, where possible, undergraduate students. This would include serving as either primary mentor of graduate students or serving on graduate student committees. Evaluation of mentoring accomplishments will be made through analyses of track records of graduated students and solicited letters from present and former students.
- 2. Research and other creative activities:** Faculty are required to maintain an independent and nationally/internationally recognized research program. The parameters to be used in evaluating the prominence of a research program will include: A strong track record of high quality principal author publications in peer reviewed journals. The faculty member is expected to have a sustained record of publications, as the corresponding author in high quality, peer-reviewed journals. Collaborative research and resultant joint publications are encouraged and will be weighed appropriately, based on the level of participation, in evaluation of research.
- 3. Recognition:**
  - a) A strong track record of independent peer reviewed extramural research grant support from major funding agencies such as NIH, DOD, DOE, ACS, AHA and NSF. At the time of promotion, the faculty member should be the P.I. of at least one but preferable two RO1-like grant from at least one of these funding agencies. Also, as a demonstration of peer-acknowledged productivity, the faculty member should have a record of sustained extramural funding.
  - b) Invitations to present research at national and/or international conferences;
  - c) Invitations to chair symposia or sessions at national or international meetings
  - d) Participation on editorial boards, study sections (as a permanent member or frequently invited *ad hoc* member), grant funding panels, etc.
  - e) Outstanding impact (citation index) of journal articles
  - f) Peer acknowledgement through solicited letters from leaders in the faculty member's area of research
- 4. Professional, university and public service:** Service to the university, college of medicine, the department and community at large will be assessed by evaluating the track record of the faculty member's

participation in university committees, college committees, departmental committees, community services and service in national and international professional organizations.

It is important to recognize that these are guidelines and not strict definitions for promotion. Exceptional or outstanding performance in one area can compensate for lesser performance in another area.

**STATEMENT OF EVIDENCE FOR PROMOTION AND TENURE  
MOLECULAR AND BIOMEDICAL PHARMACOLOGY**

*Criteria for Promotion and Tenure in the Department of Molecular and Biomedical Pharmacology-*

For promotion from Assistant Professor to Associate Professor with Tenure (Regular Title Series), a faculty member should have met the following criteria:

- (1) The faculty member must show evidence of continuous satisfactory performance and professional growth. The faculty member must have initiated and maintained a nationally competitive, productive research program at the University of Kentucky. Evidence for a productive, nationally competitive research program would include peer-reviewed publications including both books and journals, successful training of graduate students and postdoctoral fellows, abstracts presented at national and international meetings, patents, and extramural funding. Peer-reviewed, extramural funding is a measure of the quality of a faculty member's ideas and research productivity as well as his or her national recognition.
- (2) The faculty member will have published, as the corresponding author, full-length original papers in national and/or international peer-reviewed journals since arriving at the University of Kentucky (i.e. with the University of Kentucky listed as the home institution). Because disciplines differ, no minimum number or quality of publications is specified, but as a working guideline, publications in journal with high impact factors (as rated annually and reported by *Current Contents*) such as *Science*, *Nature*, *Journal of Biological Chemistry*, *Proceedings of the National Academy of Sciences*, etc. will be given special consideration. Appropriate credit will be given for collaborative, secondary authorship publications, and non peer-reviewed publications such as books (authorship, editorship), book chapters and reviews.
- (3) The faculty member will have been a satisfactory teacher in formal courses administered by the Department.
- (4) The faculty member will have interacted successfully with fellow departmental faculty in teaching and research.
- (5) The faculty member will have served as primary mentor to at least one graduate student (M.S. or Ph.D. candidate) through the preliminary examination and well into their research program. The student should have exhibited evidence of progress in their research through authorship on an abstract or, preferably, a peer-reviewed publication.
- (6) The faculty member will also have assisted or counseled graduate or health science students on an informal basis.
- (7) The faculty member will have served satisfactorily on an important Departmental or Institutional Committee.
- (8) The faculty member will have demonstrated concern for the profession through participation in local and national professional organizations.
- (9) The faculty member will have received his/her Ph.D. degree at least 7 years before consideration for promotion.

It should be noted that these are only guidelines and exceptional performance in one area may compensate for lesser performance in another area.

For promotion from Assistant Professor to Associate Professor with Tenure (Academic Medical Educator Special Title Series), a faculty member should have met the following criteria:

- 1) Excellent service as Assistant Professor at UKCOM (or its equivalent elsewhere) with record of accomplishments in teaching service.
- 2) Continuing excellent and high-quality contributions to the teaching of medical students, dental students, graduate students, or other trainees. Recognition of excellence which may be available from formal peer evaluations, student evaluations, or teaching awards. Impact and value of teaching should be recognized beyond the local level, as demonstrated by invitations to teach in other schools, programs of professional societies, or continuing education courses.
- 3) Continuing publication of observations, reviews, or analytical studies in peer-reviewed journals that are recognized as authoritative.

**and/or**

Continuing development of teaching materials, including new curriculum offerings, instructional assessment and evaluation, contributions to licensure exams, on-line resources, educational programs, textbooks and chapters, syllabi, computer programs, or videotapes that make a unique contribution to the quality and method of teaching a given subject.

- 4) Excellent reputation inside and outside the UK community as authority in area of expertise. This may be demonstrated by invited visiting lectureships, consultancy, and membership in professional societies.

It should be noted that these are only guidelines and exceptional performance in one area may compensate for lesser performance in another area.

For promotion to Professor (Regular Title Series), a faculty member should have met the following criteria:

- (1) The faculty member must show evidence of superior performance and professional growth.
- (2) The faculty member must have maintained a stably-funded and productive research program. The faculty member should have consistently maintained extramural support for their program in the role of Principal or Co-Principal Investigator during the duration of his/her departmental appointment.
- (3) The faculty member should have published at least 30 papers in peer-reviewed national/international journals prior to consideration for promotion. This, however, is a working guideline; publications in journal with high impact factors (as rated annually and reported by *Current Contents*) such as *Science*, *Nature*, *Journal of Biological Chemistry*, *Proceedings of the National Academy of Sciences*, etc., will be given special consideration.
- (4) The faculty member should have received his/her Ph.D. at least 12 years before consideration.

(5) The faculty member is expected to be recognized at the national or international level for the quality of their research program. Evidence of such recognition includes, but is not limited to, service on an NIH Study Section or equivalent, service on editorial boards, invitations for seminars at symposia of national/international meetings, chairing or co-chairing workshops, symposia mini-symposia at major meetings, and invited seminars at other institutions.

(6) The faculty member should have exhibited good-to-excellent teaching performance in formal courses, as judged by both student and peer evaluation. The member should also have served adequately as Course Director for three years or more in a Departmental or Medical Center-wide course, or shown leadership in some important aspect of curricular development.

(7) The faculty member will have cooperated with other departmental faculty in the teaching and research missions of the Department, and will have shown leadership in the development of research resources and/or junior faculty.

(8) The faculty member should have served successfully in the mentorship of at least two Ph.D. and/or postdoctoral fellows through their training.

(9) The faculty member will have shown evidence of leadership on an important institutional committee and on a department committee or initiative.

It should be noted that these are only guidelines and exceptional performance in one area may compensate for lesser performance in another area.

For promotion to *Professor (Academic Medical Educator Special Title Series)*, a faculty member should have met the following criteria:

- 1) Excellent service as Associate Professor at UKCOM (or its equivalent elsewhere) with important accomplishments in teaching service.
- 2) Recognition for being among the very best educators for medical students, dental students, graduate students, or other trainees. Impact of teaching should be apparent locally and nationally, and may be demonstrated by invitations to teach and by invitations to serve as visiting professor or named lecturer. Impact may also be recognized by success or stature of trainees.
- 3) Publication in peer-reviewed journals of analytical studies, comprehensive reviews, or textbooks and chapters that are recognized as exhibiting authoritative influence; may serve as editor of textbooks or journals.

**and/or :**

Development of original teaching materials, such as new curriculum offerings, instructional assessment and evaluation, contributions to licensure exams, on-line resources, educational programs, syllabi, video materials, or computer programs that are widely used.

- 4) Acknowledged leader in the area of expertise. National reputation for superior accomplishments within area of expertise. This may be demonstrated by invitation to membership or fellowship in prestigious professional societies, other academic



recognitions or awards, and leadership role in department as well as testimonials of distinguished academicians in same field.

It should be noted that these are only guidelines and exceptional performance in one area may compensate for lesser performance in another area.

## DEPARTMENT OF MOLECULAR AND CELLULAR BIOCHEMISTRY

### Addendum I

#### APPOINTMENT AND PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR

As specified in AR II-1.0-1 of the University's Policies and procedures manual and the College of Medicine, faculty members will be evaluated for appointment and promotion from **Assistant Professor to Associate Professor** using three basic criteria. These criteria include:

- (1) **instructional activities;**
- (2) **research and other creative activities;**
- (3) **professional, University, and public service.**

A detailed explanation of these three criteria and examples of other evidence that will be used in guiding evaluations for promotion and tenure in the Department of Molecular and Cellular Biochemistry are as follows:

1. **instructional activities:** Faculty are required to participate in the teaching missions of the Department. This participation includes teaching Departmental courses, seminar/tutorial programs, and/or courses offered by other departments within The University of Kentucky. Teaching is assessed through a combination of written evaluations by colleagues who participate and/or monitor the course and/or by student evaluations. Faculty are also evaluated in their active role mentoring graduate students, postdoctoral fellows, and where applicable, undergraduate students.

**Evidence of Instructional Excellence.** The following is a representative and non-inclusive list of evidence that will be considered in evaluation of a candidate for promotion and/or tenure.

Courses taught at a rigorous level, with recognized excellence as measured by peer evaluation, student performance evaluation and/or student satisfaction survey.

Direction of graduate research as evaluated by peers and/or letters from current or former graduate students. This may include acting as chair of doctoral research committee(s), participation on doctoral research committees or significant contributions to student mentoring. Evidence may include publication activity, award of predoctoral fellowships or grants and/or placement of former graduate students in appropriate professional positions.

Direction of postdoctoral research as evaluated by peers and/or letters from current or former postdoctoral fellows. Evidence may include publication activity, award of postdoctoral fellowships or grants and/or placement of former postdoctoral students in appropriate professional positions.

Outstanding performance as Departmental Director of Graduate Studies.

Receipt of an outstanding teaching award(s) from the University or professional society

Development of a new course or a new section in an existing course.

Receiving external grant support for teaching and/or learning projects.

Direction of undergraduate research, as evaluated by peers, including published papers and/or abstracts.

Invitation to teach technical workshops at regional, national or international institutions of higher learning or at scientific society meetings.

2. **Research and other creative activities:** Faculty are required to develop an independent and nationally recognized research program.

**Evidence of Research Excellence.** The following is a representative and non-inclusive list of evidence that will be considered in evaluation of a candidate for promotion and/or tenure:

Extramural research funding as principal investigator from a major funding agency.

Continuous extramural research funding as principal investigator from a major funding agency.

Renewal of funding from major funding agencies where the faculty member's role is principal investigator.

Award of extramural grants as principal investigator in areas that represent departure from prior research themes.

The number of technicians, postdoctoral fellows, graduate students, and undergraduate students participating in the research program and the career trajectories of these coworkers.

Publication in leading refereed journals and frequent citation of this work by others.

Average at least one manuscript as the corresponding author in a high quality, peer-reviewed journal per year from work emanating from the University of Kentucky.

Receiving a major fellowship or research award.

Significant publication and/or research funding resulting from collaborative efforts with other researchers where the faculty member plays a substantial role in the research.

Publication and/or editing of scholarly book(s) by reputable publisher(s) in the faculty member's area of research.

Participation in the peer review process for major research funding agencies.

Serving as editor or member of the editorial board of a major journal.

Presentation of research at national and international conferences.

Peer acknowledgement through solicited letters from leaders in the faculty member's area of research.

Participation in the peer-review process for leading research journals.

3. **Professional, University and public service:** Faculty are required to provide service to the University, College of Medicine, the Department and the community at large.

**Evidence of Service Excellence.** The following is a representative and non-inclusive list of the evidence that will be considered in evaluation of a candidate for promotion and/or tenure:

Service on University committees at all levels.

Serving as an officer in a relevant national or international professional organization.

Serving as an officer in a relevant regional or state professional organization.

Serving on a major governmental commission, task force or board.

Serving an administrative leadership role at the University of Kentucky.

Serving as an officer in the Faculty Senate.

Organizer of state, regional, national, or international conference or symposia.

Participation in community activities relevant to the mission of the University.

## DEPARTMENT OF MOLECULAR AND CELLULAR BIOCHEMISTRY

### Addendum II

#### APPOINTMENT AND PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

As specified in AR II-1.0-1 of the University's Policies and procedures manual and the College of Medicine, faculty members will be evaluated for appointment and promotion from **Associate Professor to Full Professor** using three basic criteria. These criteria include:

- (1) instructional activities;**
- (2) research and other creative activities;**
- (3) professional, University, and public service.**

A detailed explanation of these three criteria and examples of other evidence that will be used in guiding evaluations for promotion and tenure in the Department of Molecular and Cellular Biochemistry are as follows:

- 1. instructional activities:** Faculty are required to participate in the teaching missions of the Department. This participation includes teaching Departmental courses, seminar/tutorial programs, and/or courses offered by other departments within The University of Kentucky. Teaching is assessed through a combination of written evaluations by colleagues who participate and/or monitor the course and/or by student evaluations. Faculty are also evaluated in their active role mentoring graduate students, postdoctoral fellows, and where applicable, undergraduate students.

**Evidence of Instructional Excellence.** The following is a representative and non-inclusive list of evidence that will be considered in evaluation of a candidate for promotion and/or tenure.

Courses taught at a rigorous level, with recognized excellence as measured by peer evaluation, student performance evaluation and/or student satisfaction survey.

Direction of graduate research as evaluated by peers and/or letters from current or former graduate students. This may include acting as chair of doctoral research committee(s), participation on doctoral research committees or significant contributions to student mentoring. Evidence may include publication activity, award of predoctoral fellowships or grants and/or placement of former graduate students in appropriate professional positions.

Direction of postdoctoral research as evaluated by peers and/or letters from current or former postdoctoral fellows. Evidence may include publication activity, award of postdoctoral fellowships or grants and/or placement of former postdoctoral students in appropriate professional positions.

Outstanding performance as Departmental Director of Graduate Studies.

Receipt of an outstanding teaching award(s) from the University or professional society

Development of a new course or a new section in an existing course.

Receiving external grant support for teaching and/or learning projects.

Direction of undergraduate research, as evaluated by peers, including published papers and/or abstracts.

Invitation to teach technical workshops at regional, national or international institutions of higher learning or at scientific society meetings.

**2. Evidence of Research Excellence.** The following is a representative and non-inclusive list of evidence that will be considered in evaluation of a candidate for promotion and/or tenure:

Extramural research funding as principal investigator from a major funding agency.

Continuous extramural research funding as principal investigator from a major funding agency.

Renewal of funding from major funding agencies where the faculty member's role is principal investigator.

Award of extramural grants as principal investigator in areas that represent departure from prior research themes.

The number of technicians, postdoctoral fellows, graduate students, and undergraduate students participating in the research program and the career trajectories of these coworkers.

Publication in leading refereed journals and frequent citation of this work by others.

A sustained record of publication as the corresponding author in high quality, peer-reviewed journals from work emanating from the University of Kentucky.

Receiving a major fellowship or research award.

Significant publication and/or research funding resulting from collaborative efforts with other researchers where the faculty member plays a substantial role in the research.

Publication and/or editing of scholarly book(s) by reputable publisher(s) in the faculty member's area of research.

Participation in the peer review process for major research funding agencies.

Serving as editor or member of the editorial board of a major journal.

Presentation of research at national and international conferences.

Peer acknowledgement through solicited letters from leaders in the faculty member's area of research.

Participation in the peer-review process for leading research journals.

**3. Professional, University and public service:** Faculty are required to provide service to the University, College of Medicine, the Department and the community at large.

**Evidence of Service Excellence.** The following is a representative and non-inclusive list of the evidence that will be considered in evaluation of a candidate for promotion and/or tenure:

Service on University committees at all levels.

Serving as an officer in a relevant national or international professional organization.

Serving as an officer in a relevant regional or state professional organization.

Serving on a major governmental commission, task force or board.

Serving an administrative leadership role at the University of Kentucky.

Serving as an officer in the Faculty Senate.

Organizer of state, regional, national, or international conference or symposia.

Participation in community activities relevant to the mission of the University.

## **Department of Neurology**

### **Evaluation Criteria**

Examples of Excellence and Effectiveness in Teaching, Research and Creative Activities and Service

#### **1. Teaching**

##### **a. Indicators of Excellence in Teaching**

- Selection for a University, College or Professional Society outstanding teaching award.
- Evidence of courses taught at a rigorous and challenging level, with recognized excellence.
- Publication of widely adopted or acclaimed instructional materials.
- Outstanding teaching performance as evidenced by outstanding student ratings.
- Outstanding peer evaluations or outstanding direction of graduate research.
- Development of innovative pedagogical methods and materials.
- Publications with teaching focus in refereed journals.
- Receipt of significant peer-reviewed external funding for teaching.
- Invitation to teach at a domestic or international institution of recognized excellence.
- Receipt of awards for research or academic performance by the faculty member's students.
- Placement of graduate students or postdoctoral fellows into significant academic, scholarly, or professional positions.
- Chair of doctoral research committees.
- Outstanding performance as a departmental undergraduate or graduate advisor.
- Direction of graduate student thesis or dissertation research. Successful participation at teaching workshops and/or institutes.

##### **b. Indicators of Effectiveness in Teaching**

- Development of new courses or major revision of existing courses
- Direction of graduate student thesis or dissertation research
- Member of graduate student advisory committees
- Evidence of high quality in class preparation and interaction
- Coordination of multi-section courses
- Service as departmental undergraduate or graduate advisor
- Significant self-development activities leading to enhanced teaching effectiveness
- Receiving on a competitive basis internal funding for teaching
- Participation in the University Honors Program and/or other programs for mentoring the professional development of students



## **2. Scholarly Activities**

### **a. Indicators of Excellence in Scholarly Activities**

- Publications in leading refereed journals.
- Expert witness testimony.
- Receiving major fellowship or research award.
- Frequent citation of publications.
- Publication of scholarly book(s).
- Editor or member of editorial board of a major journal.
- Publication of peer-reviewed journals.
- Member of review panel [or critic] for national or international research organization.
- Presentation of invited papers at international and national meetings.
- Receiving significant external peer-reviewed funding for research.
- Significant publication and/or funding resulting from collaborative efforts with researchers in other fields where the faculty member occupies a substantial role in the research or creative activity.
- Evidence of creative professional practice.
- Publication in non-refereed but widely recognized journals.
- Received nationally approved patent.

### **b. Indicators of Effectiveness in Scholarly Activities**

- Publications in refereed journals.
- Service as a reviewer for major refereed journals or as an ad hoc reviewer for national research organizations.
- Publication of a chapter in a scholarly book.
- Publications in non-refereed but widely recognized journals.
- Editor of scholarly book.
- Presentation of papers at state or local meetings of appropriate disciplines.
- Significant self-development activities, such as a Faculty Development Leave, that leads to increased research and publication effectiveness.
- Publications in refereed journals resulting from collaborative efforts with researchers in other fields.

### **3. Service**

#### **a. Indicators of Excellence in Service**

- Officer in a national or international professional organization.
- Program chair or similar position at a national or international professional organization meeting.
- Evidence of excellence in professional service to the local community and public at large, including required clinical work.
- Service on a major governmental commission, task force, or board.
- Administrative leadership role at the University of Kentucky.
- Office in University Senate.
- Chair of major standing or ad hoc University of Kentucky committee.
- Evidence of excellence in Neurologic or sub-specialty in Neurologic patient care, management and diagnostic support.

#### **b. Indicators of Effectiveness in Service**

- Officer in regional or state professional organization
- Program chair or similar position for regional or state professional organization meeting.
- Evidence of professional service to the local community and public at large, including required clinical work.
- Service on University, College and Department committees and task forces.
- Service as an active member of the University Senate
- Service as consultant.
- Advisor to student organizations
- Administrative role within Department.
- Significant self-development activities that lead to enhanced service effectiveness.
- Evidence of satisfactory performance in Neurologic or sub-specialty in Neurologic patient care, management and diagnostic support.

# Department of Neurosurgery

## Evaluation Criteria

Examples of Excellence and Effectiveness in Teaching, Research and Creative Activities and Service

### 1. Teaching

#### a. Indicators of Excellence in Teaching

- Selection for a University, College or Professional Society outstanding teaching award.
- Evidence of courses taught at a rigorous and challenging level, with recognized excellence.
- Publication of widely adopted or acclaimed instructional materials.
- Outstanding teaching performance as evidenced by outstanding student ratings.
- Outstanding peer evaluations or outstanding direction of graduate research.
- Development of innovative pedagogical methods and materials.
- Publications with teaching focus in refereed journals.
- Receipt of significant peer-reviewed external funding for teaching.
- Invitation to teach at a domestic or international institution of recognized excellence.
- Receipt of awards for research or academic performance by the faculty member's students.
- Placement of graduate students or postdoctoral fellows into significant academic, scholarly, or professional positions.
- Chair of doctoral research committees.
- Outstanding performance as a departmental undergraduate or graduate advisor.
- Direction of graduate student thesis or dissertation research. Successful participation at teaching workshops and/or institutes.

#### b. Indicators of Effectiveness in Teaching

- Development of new courses or major revision of existing courses
- Direction of graduate student thesis or dissertation research
- Member of graduate student advisory committees
- Evidence of high quality in class preparation and interaction
- Coordination of multi-section courses
- Service as departmental undergraduate or graduate advisor
- Significant self-development activities leading to enhanced teaching effectiveness
- Receiving on a competitive basis internal funding for teaching
- Participation in the University Honors Program and/or other programs for mentoring the professional development of students

## **2. Scholarly Activities**

### **a. Indicators of Excellence in Scholarly Activities**

- Publications in leading refereed journals.
- Expert witness testimony.
- Receiving major fellowship or research award.
- Frequent citation of publications.
- Publication of scholarly book(s).
- Editor or member of editorial board of a major journal.
- Publication of peer-reviewed journals.
- Member of review panel [or critic] for national or international research organization.
- Presentation of invited papers at international and national meetings.
- Receiving significant external peer-reviewed funding for research.
- Significant publication and/or funding resulting from collaborative efforts with researchers in other fields where the faculty member occupies a substantial role in the research or creative activity.
- Evidence of creative professional practice.
- Publication in non-refereed but widely recognized journals.
- Received nationally approved patent.

### **b. Indicators of Effectiveness in Scholarly Activities**

- Publications in refereed journals.
- Service as a reviewer for major refereed journals or as an ad hoc reviewer for national research organizations.
- Publication of a chapter in a scholarly book.
- Publications in non-refereed but widely recognized journals.
- Editor of scholarly book.
- Presentation of papers at state or local meetings of appropriate disciplines.
- Significant self-development activities, such as a Faculty Development Leave, that leads to increased research and publication effectiveness.
- Publications in refereed journals resulting from collaborative efforts with researchers in other fields.

### **3. Service**

#### **a. Indicators of Excellence in Service**

- Officer in a national or international professional organization.
- Program chair or similar position at a national or international professional organization meeting.
- Evidence of excellence in professional service to the local community and public at large, including required clinical work.
- Service on a major governmental commission, task force, or board.
- Administrative leadership role at the University of Kentucky.
- Office in University Senate.
- Chair of major standing or ad hoc University of Kentucky committee.
- Evidence of excellence in Neurosurgical or a sub-specialty in Neurosurgery patient care, management and diagnostic support.

#### **b. Indicators of Effectiveness in Service**

- Officer in regional or state professional organization
- Program chair or similar position for regional or state professional organization meeting.
- Evidence of professional service to the local community and public at large, including required clinical work.
- Service on University, College and Department committees and task forces.
- Service as an active member of the University Senate
- Service as consultant.
- Advisor to student organizations
- Administrative role within Department.
- Significant self-development activities that lead to enhanced service effectiveness.
- Evidence of satisfactory performance in Neurosurgical or a sub-specialty in Neurosurgery patient care, management and diagnostic support.

# **Department of Obstetrics and Gynecology**

## **Statement of Evidence for Promotion and Tenure**

### **I. Introduction**

Promotion, and award of tenure (if applicable), are means by which the Department of Obstetrics and Gynecology encourages, recognizes and rewards academic achievement and productivity, and strives to maintain a faculty of excellence in service, education and research. 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 as applicable) and the continuing need for a faculty member with particular qualifications and competencies. Salary funding of effort is also weighed against clinical, education and research productivity annually as well as toward promotion.

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

### **II. Promotion**

Promotions are not automatic but are based on merit. 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/tenure must be applied with consideration of our departmental 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 Obstetrics and Gynecology 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 communications.

### 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 but preferably successfully passed the general Obstetrics and Gynecology Boards.

2. *Tenured Track Title Series (Regular and Special):* academic responsibilities for each title series is specific as outlined in the individual job descriptions and DOEs

##### a) Administration –

- (1) Demonstrated successful experience in the administration of Obstetrics and Gynecology service including interaction with physicians and staff as attested to by colleagues, mentors or peers.
- (2) Demonstrated satisfactory performance as a supervisor of residents, students, fellows, 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, doctoral 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 Obstetrics and Gynecology 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.

**3. Non Tenured Track Title Series (Research and Clinical):** academic responsibilities for each title series is specific as outlined in the individual job descriptions and DOEs

a) Administration –

- (1) Demonstrated successful experience in the administration of clinical Obstetrics and Gynecology service including interaction with physicians and staff as attested to by colleagues, mentors or peers.
- (2) Demonstrated satisfactory performance as an overseer of students, residents, of fellows and other hospital staff as attested to by colleagues, mentors or peers.
- (3) Service on Departmental committees as assigned.

b) Service (Direct Patient Care- Clinical Title Series) -

- (1) Potential for expertise to provide surgical and 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, doctoral 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- Research Title Series)–

- (1) Potential for successful collaborative research or creative work supported through contracts, grants or other funds and reported in peer-reviewed journals at the 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 Obstetrics and Gynecology and Women's Health as attested to by colleagues, mentors or peers.



## **B. Assistant to Associate Professor**

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. 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 at least two such areas, including either service (direct patient care), instruction or research/scholarly activities.

### ***1. Minimum experience suggested:***

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

***2. Tenured Track Title Series (Regular and Special):*** academic responsibilities for each title series is specific as outlined in the individual job descriptions and DOEs

#### a) Administration –

- (1) Continuing evidence and peer recognition of administrative capabilities at regional or national levels as attested to by colleagues, mentors or peers. Evidences include leadership and/or director for student clerkship and resident, fellow programs or Center programs.
- (2) Provide significant demonstrable contributions to clinical services as attested to by faculty and colleagues.
- (3) Continuing evidence of participation in outside clinical department rounds and conferences presenting clinical OB-GYN and women's health 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 as attested to by colleagues, peers and staff.
- (5) Service on Departmental, College of Medicine and/or Hospital, and University committees as assigned.

#### b) Service (Direct Patient Care) –

- (1) Provide significant demonstrable contributions to patient care as an expert in Obstetrics and Gynecology as attested to by colleagues and peers.
- (2) Development 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) RVU generation in relationship to benchmark effort

c) Instruction –

- (1) Proven excellence as a teacher and practitioner of women's health 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) Evaluations of satisfactory or above by chairperson and peer review
- (4) Factors considered should include the following where appropriate:
  - (a) teaching load
  - (b) development of new courses
  - (c) development of syllabus material
  - (d) student sponsorship
  - (e) resident training
  - (f) courses taken to improve teaching effectiveness
  - (g) student evaluations

d) Research (Scholarly Activities)–

- (1) Documentation of productive involvement or participation in scholarly activities such as publications, clinical studies, multi-centered trials, funded projects, and invited presentations at regional and national meetings.
- (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) Continuous extramural funding of research activities is expected.

e) Professional Development –

- (1) Demonstrated continuing professional development in women's health as evidenced by an 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 regional and perhaps national basis.

**3. Non Tenured Track Title Series (Clinical and Research):** academic responsibilities for each title series is specific as outlined in the individual job descriptions and DOEs

a) Administration –

- (1) Continuing evidence and peer recognition of administrative capabilities at regional levels as attested to by colleagues, mentors or peers.
- (2) Provide significant demonstrable contributions to clinical Obstetrics and Gynecology services as attested to by faculty and colleagues.
- (3) Continuing evidence of participation in extra-departmental clinical rounds and conferences presenting clinical 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 Obstetrics and Gynecology results as attested to by colleagues, peers and staff.

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

b) Service (Direct Patient Care- Clinical Title Series) –

- (1) Provide significant demonstrable contributions to patient care as an expert in Obstetrics and Gynecology as attested to by colleagues and peers.
- (2) Development 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.
- (3) evaluations of satisfactory or above by chairperson and peer review
- (4) RVU generation in relationship to benchmark effort

c) Instruction –

- (1) Proven excellence as a teacher and practitioner of Obstetrics and Gynecology and women's health as demonstrated by evaluations by trainees working with the faculty member in a clinical teaching setting.
- (2) Evaluations of satisfactory or above by chairperson and peer review
- (3) Factors considered should include the following where appropriate:
  - (a) teaching load
  - (b) development of new courses
  - (c) development of syllabus material
  - (d) student sponsorship
  - (e) resident training
  - (f) courses taken to improve teaching effectiveness
  - (g) student evaluations

d) Research (Scholarly Activities- Research Title Series)–

- (1) Evidence of establishment/continuation of research/scholarly program substantiated by publications in peer review journals, clinical studies, multi-centered trials, and funded projects.
- (2) Continuing presentation of research at regional, national and international scientific meetings
- (3) Evidence of substantial professional academic status and leadership on a regional level or national level.
- (4) Continuous extramural funding of research activities is expected.

e) Professional Development –

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

## C. Associate to Full Professor

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. 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 either service (patient care), instruction or research/scholarly activities.

### *1. Minimum experience requirements:*

- a) Four years exemplary experience at level of Associate Professor
- b) Faculty holding the M.D. degree should be Board certified in a primary or subspecialty
- c) Basic science faculty should chair a doctoral dissertation committee

*2. Tenured Track Title Series (Regular and Special):* academic responsibilities for each title series is specific as outlined in the individual job descriptions and DOEs

#### a) Administration –

- (1) Continuing evidence of excellence and peer recognition of administrative capabilities at national or international levels as attested to by colleagues, mentors or peers.
- (2) Provide significant demonstrable contributions to clinical services as attested to by faculty and colleagues.
- (3) Continuing evidence of participation in outside clinical department rounds and conferences presenting OB-GYN and women's health 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 as attested to by colleagues, peers and staff.
- (5) Service on Departmental, College of Medicine, Hospital and/or University committees as assigned.

#### b) Service (Direct Patient Care) –

- (1) Provide significant demonstrable contributions to patient care as an expert in OB-GYN as attested to by colleagues and peers.
- (2) Development 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) RVU generation in relationship to benchmark effort.

#### c) Instruction –

- (1) Proven excellence as a teacher and practitioner on a national level.
- (2) Demonstrated excellence in teaching and outstanding abilities to communicate with students, faculty and administrators as established by evaluations by trainees working with the faculty member in a clinical teaching setting.
- (3) Evaluations of excellent or above by chairperson and peer review.
- (4) Factors considered should include the following where appropriate:
  - (a) teaching load
  - (b) development of new courses

- (c) development of syllabus material
- (d) student sponsorship
- (e) resident training
- (f) courses taken to improve teaching effectiveness
- (g) student evaluations

d) Research (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 high quality, high impact journals related to the discipline.
- (2) Evidence of substantial professional academic status and leadership on a national or international level.
- (3) 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) Continuous extramural funding of research activities is expected.

e) Professional Development –

- (1) Demonstrated continuing professional development in OB-GYN and women's health 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.

**3. Non Tenured Track Title Series (Clinical and Research):** academic responsibilities for each title series is specific as outlined in the individual job descriptions and DOEs

a) Administration –

- (1) Continuing evidence and peer recognition of administrative capabilities at national or international levels as attested to by colleagues, mentors or peers.
- (2) Provide significant demonstrable contributions to clinical services as attested to by faculty and colleagues.
- (3) Continuing evidence of participation in extra-departmental clinical rounds and conferences presenting OB-GYN 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 in OB-GYN and women's health as attested to by colleagues, peers and staff.
- (5) Service on Departmental, College of Medicine and/or Hospital committees as assigned.

b) Service (Direct Patient Care- Clinical Title series) –

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

- (2) Development 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) Evaluations of excellent or above by chairperson and peer review.
- (4) RVU generation in relationship to benchmark effort

c) Instruction –

- (1) Proven excellence as a teacher and practitioner 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 regional and national levels.
- (3) Evaluations of excellent or above by chairperson and peer review.
- (4) Factors considered should include the following where appropriate:
  - (a) teaching load
  - (b) development of new courses
  - (c) development of syllabus material
  - (d) student sponsorship
  - (e) resident training
  - (f) courses taken to improve teaching effectiveness
  - (g) student evaluations

d) Research (Scholarly Activities) –

- (1) Evidence of establishment/continuation of a significant, productive research/scholarly program substantiated by involvement and/or participation in scholarly activities such as clinical studies, multi-centered trials, or funded projects.
- (2) Evidence of excellence in a research/scholarly program substantiated by publications in high quality, high impact journals related to the discipline.
- (3) Continuing presentation of research at regional, national and international scientific meetings
- (4) Evidence of substantial professional academic status and leadership on a national and international level.
- (5) Continuous extramural funding of research activities is expected.

e) 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.

UNIVERSITY OF KENTUCKY  
COLLEGE OF MEDICINE  
DEPARTMENT OF OPHTHALMOLOGY & VISUAL SCIENCES  
STATEMENTS OF EVIDENCE FOR PROMOTION

**REGULAR TITLE SERIES**  
**Associate Professor with Tenure**

**Instruction**

Criteria: Excellence in Teaching on a local or regional level

Evidences:

- \*Resident/student evaluations
- \*Peer evaluations
- \*Invitations to present at regional/national meetings
- \*Participation in Continuing Education venues
- \*Teaching Awards from students

**Research/Scholarly Activity**

Criteria: Continuous improvement and contributions in research or other creative activity. The individual shall have earned local and regional recognition for excellence.

Evidences:

- \*Publications in peer review journals
- \*External Grant funding
- \*Publication of book chapters
- \*Serving as Editor or member of editorial board for a major journal
- \*Presentation of invited papers at regional/national meetings
- \*Awards for peer reviewed creative activities

**Service**

Criteria: A high level of competence in clinical area. An emerging reputation as an authority in their clinical field on a local and/or regional level.

Evidences:

- \*Patient Outcomes
- \*Patient Satisfaction
- \*Peer Evaluation
- \*Develops Patient Care Programs
- \*Requested Consults

### **Administration/Professional Development**

Criteria: Service on Departmental and University committees, professional organization committees and leadership, and participation in ongoing continuing medical education.

Evidences:

- \*Membership on Departmental and University Committees, and/or Professional Committees
- \*Holds a Leadership position
- \*Participation in Continuing Education venues

### **Professor with Tenure**

### **Instruction**

Criteria: Outstanding excellence in Teaching on a national and/or international level

Evidences:

- \*Resident/student evaluations
- \*Peer evaluations
- \*Invitations to present at regional/national/international meetings
- \*Participation in Continuing Education venues
- \*Teaching Awards from students

### **Research/Scholarly Activity**

Criteria: Continuous improvement and contributions in research or other creative activity. The individual shall have earned national and/or international recognition for excellence.

Evidences:

- \*Publications in peer review journals
- \*External Grant funding
- \*Publication of book chapters
- \* Serving as Editor or member of editorial board for a major journal
- \*Presentation of invited papers at national/international meetings
- \*Awards for peer reviewed creative activities

### **Service**

Criteria: A high level of competence in clinical area. National and/or International reputation as an authority in their clinical field on a local and/or regional level.

Evidences:

- \*Patient Outcomes
- \*Patient Satisfaction
- \*Peer Evaluation



\*Develops Patient Care Programs

\*Requested Consults

**Administration/Professional Development**

Criteria: Service on Departmental and University committees, national professional organization committees and leadership, and participation in ongoing continuing medical education.

Evidences:

\*Membership on Departmental and University Committees, and/or National Professional Committees

\*Holds a Leadership position

\*Participation in Continuing Education venues

## **SPECIAL TITLE SERIES**

### **Associate Professor with Tenure**

#### **Instruction**

Criteria: Excellence in Teaching on a local and/or regional level

Evidences:

- \*Resident/student evaluations
- \*Peer evaluations
- \*Invitations to present at regional/national meetings
- \*Participation in Continuing Education venues
- \*Teaching Awards from students
- \*Develops department educational syllabi

#### **Research/Scholarly Activity**

Criteria: Continuous improvement and contributions in research or other creative activity. The individual shall have earned local and/ regional recognition for excellence.

Evidences:

- \*Publications in peer review journals
- \*Participates in clinical trials
- \*Serves as an examiner on board exam panels
- \*Serving as Editor or member of editorial board for a major journal
- \*Presentation of invited papers at regional/national meetings
- \*Awards for peer reviewed creative activities

#### **Service**

Criteria: Excellence in Surgical Care Programs for Patients. Excellence in consultation, diagnostic and therapy program development and management.

Evidences:

- \*Patient Outcomes
- \*Patient Satisfaction
- \*Peer Evaluation

#### **Administrative and Professional Development**

Criteria: Board Certification in Ophthalmology by the American Board of Ophthalmology. Make significant contribution to the University, Medical Center, and the community. Significant contributions to the Department of Ophthalmology and Visual Sciences patient clinical care and educational programs.

Evidences:

- \*Board Certification
- \*Service on community organizations
- \*Membership on University and Medical Center committees

- \*Patient outcomes
- \*Patient satisfaction
- \*Resident/student evaluations

### **Professor with Tenure**

#### **Instruction**

Criteria: Outstanding excellence in Teaching on a national and/or international level. Outstanding professional status through leadership in profession and national or international recognition by peers.

Evidences:

- \*Resident/student evaluations
- \*Peer evaluations
- \*Invitations to present at national/international meetings
- \*Participation in Continuing Education venues
- \*Teaching Awards from students
- \*Holds a Leadership position on a state, national, or international level
- \*Visiting Professorship
- \*Develops department educational syllabi

#### **Research/Scholarly Activity**

Criteria: Continuous improvement and contributions in research or other creative activity. The individual shall have earned national and/or international recognition for excellence.

Evidences:

- \*Publications in peer review journals
- \*Participates in clinical trials
- \*Serves as an examiner on board exam panels
- \*Serving as Editor or member of editorial board for a major journal
- \*Presentation of invited papers at national/international meetings
- \*Awards for peer reviewed creative activities

#### **Service**

Criteria: Excellence in Surgical Care Programs for Patients. Excellence in consultation, diagnostic and therapy program development and management.

Evidences:

- \*Patient Outcomes
- \*Patient Satisfaction
- \*Peer Evaluation
- \*Development of new programs

### **Administrative and Professional Development**

Criteria: Board Certification in Ophthalmology by the American Board of Ophthalmology. Make significant contribution to the University, Medical Center, and the community. Significant contributions to the Department of Ophthalmology and Visual Sciences patient clinical care and educational programs.

Evidences:

- \*Board Certification
- \*Service on community and/or state organizations
- \*Membership on University and Medical Center committees
- \*Patient outcomes
- \*Patient satisfaction
- \*Resident/student evaluations

**CLINICAL TITLE SERIES  
(Non-tenure)**

**Associate Professor without Tenure**

**Instruction**

Criteria: Excellence in Teaching on a local and/or regional level.

Evidences:

- \*Resident/student evaluations
- \*Peer evaluations
- \*Invitations to present at local/regional meetings
- \*Participation in Continuing Education venues
- \*Teaching Awards from students

**Research/Scholarly Activity** (Not a Requirement, however is encouraged)

Criteria: Continuous improvement and contributions in research or other creative activity.

Evidences:

- \*Participates in clinical trials
- \*Serving as Editor or member of editorial board for a major journal
- \*Presentation of invited papers at regional/national meetings
- \*Awards for peer reviewed creative activities

**Service**

Criteria: A high level of competence in clinical area. An emerging reputation as an authority in their clinical field on a local and/or regional level.

Evidences:

- \*Patient Outcomes
- \*Patient Satisfaction
- \*Peer Evaluation
- \*Develops Patient Care Programs
- \*Requested Consults

**Administration/Professional Development**

Criteria: Service on Departmental and University committees, professional organization committees and leadership, and participation in ongoing continuing medical education.

Evidences:

- \*Membership on Departmental and University Committees, and/or Professional Committees
- \*Holds a Leadership position
- \*Participation in Continuing Education venues

## **Professor without Tenure**

### **Instruction**

Criteria: Outstanding excellence in Teaching on a national and/or international level.

Evidences:

- \*Resident/student evaluations
- \*Peer evaluations
- \*Invitations to present at national/international meetings
- \*Participation in Continuing Education venues
- \*Teaching Awards from students

### **Research/Scholarly Activity (Not a Requirement, however is encouraged)**

Criteria: Continuous improvement and contributions in research or other creative activity.

Evidences:

- \*Participates in clinical trials
- \*Serving as Editor or member of editorial board for a major journal
- \*Presentation of invited papers at national/international meetings
- \*Awards for peer reviewed creative activities
- \*Visiting Professorship

### **Service**

Criteria: A high level of competence in clinical area. National and/or International reputation as an authority in their clinical field on a local and/or regional level.

Evidences:

- \*Patient Outcomes
- \*Patient Satisfaction
- \*Peer Evaluation
- \*Develops Patient Care Programs
- \*Requested Consults

### **Administration/Professional Development**

Criteria: Service on Departmental and University committees, national and/or international professional organization committees and leadership, and participation in ongoing continuing medical education.

Evidences:

- \*Membership on Departmental and University Committees, and/or National Professional Committees
- \*Holds a Leadership position
- \*Participation in Continuing Education venues

**RESEARCH TITLE SERIES  
(Non-tenure)**

**Associate Professor without Tenure**

**Research/Scholarly Activity**

Criteria: Continuous improvement and contributions in research or other creative activity.

Evidences:

- \*Publications in peer review journals
- \*External Grant funding
- \*Publication of book chapters
- \*Serving as Editor or member of editorial board for a major journal
- \*Presentation of invited papers at regional/national meetings
- \*Awards for peer reviewed creative activities
- \*Mentors Post Doctoral students and/or graduate students

**Administration/Professional Development**

Criteria: Continuous improvement and growth in directing a research program. Posses's substantial professional academic status and leadership within the field of research on a regional basis.

Evidences:

- \*Membership on Departmental and University Committees, and/or Regional Professional Committees
- \*Holds a Leadership position
- \*External Grant funding
- \*Peer evaluations

**Professor without Tenure**

**Research/Scholarly Activity**

Criteria: Outstanding research or other creative activity on a national and/or international level.

Evidences:

- \*Publications in peer review journals
- \*External Grant funding
- \*Publication of book chapters
- \*Serving as Editor or member of editorial board for a major journal
- \*Presentation of invited papers at national/international meetings
- \*Awards for peer reviewed creative activities
- \*Visiting Professorship
- \*Mentors Post Doctoral students and/or graduate students

### **Administration/Professional Development**

Criteria: An outstanding professional status through service on Departmental and University committees, national and/or international professional organization committees and leadership.

Evidences:

- \*Membership on Departmental and University Committees, and/or National Professional Committees
- \*Holds a Leadership position
- \*External Grant funding
- \*Peer Evaluations



## **Department of Orthopaedic Surgery and Sports Medicine** **Statement of Evidence – Promotion and Tenure**

### **I. Introduction**

Promotion, and award of tenure (if applicable), are means by which the Department of Orthopaedic Surgery and Sports Medicine encourages, recognizes and rewards academic achievement and productivity, and strives to maintain a faculty of excellence in service, education and research. 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 as applicable) and the continuing need for a faculty member with particular qualifications and competencies. Salary funding of effort is also weighed against clinical, education and research productivity annually as well as toward promotion.

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

### **II. Promotion**

Promotions are not automatic but are based on merit. 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/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 Department of Orthopaedic Surgery and Sports Medicine faculty members 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 communications.

### **III. Comprehensive Examples of Evidences of Activity that are appropriate for use in guiding the evaluation for promotion and tenure:**

#### **In Instruction**

##### **Recognition:**

- Outstanding teaching performance as evidenced by such measures as peer-evaluation, student satisfaction, and student outcomes
- Selection for a university or professional society outstanding teacher award
- Receipt of awards for research or academic performance by the faculty member's students
- Receiving external grant support for teaching/learning projects
- Receiving on a competitive basis internal funding for teaching
- Invitation to teach at domestic or international institution

**Mentoring and Advising:**

- Significant contribution to the professional development of students
- Outstanding performance as a departmental undergraduate or graduate advisor
- Evidence of student mentoring (professional or graduate students)
- Member of graduate student advisory committees
- Placement of graduate students or post-doctoral fellows into academic, scholarly or professional positions

**Direction and Leadership:**

- Outstanding direction of graduate research or creative activity that is validated by peers
- Direction or leadership role in administering COM courses
- Direction or leadership role in administering Graduate Medical Education programs
- Developing a new course that fills an identified need in the curriculum
- Evidence of courses taught at a rigorous and challenging level, with recognized excellence
- Direction of graduate student thesis or dissertation research
- Successful participation at teaching workshops

**Publications:**

- Scholarly publications related to teaching

**In Research/Scholarly Activity**

- Substantial extramural, peer-reviewed, funding as principal investigator or project leader
- Receiving major fellowship or research award
- Publications in refereed journals
- Significant publication and/or funding resulting from collaborative efforts with researchers in other fields where the faculty member occupies a substantial role in research
- Publication of scholarly book(s)
- Publication of a chapter in a scholarly book
- Editing a scholarly book
- Frequent citation of publications
- Serving as editor or member of editorial board of peer-reviewed journals
- Serving as a member of review panel for national research organization
- Presentation of invited papers at international and national meetings
- Successful acquisition of patents and other intellectual properties

**In Service****Administrative and Leadership**

- Being an officer or an active committee or subcommittee member in a national or international professional organization
- Being an officer or an active committee or subcommittee member in a regional or state professional organization
- Serving on a governmental commission, task force, or board
- Serving an administrative leadership role at UK or its affiliated institutions
- Serving as program chair or in a similar position at a national or international meeting
- Serving as an officer or active member in the Faculty senate or Faculty council
- Serving as an officer or active member of major COM or Department of Internal Medicine committees

- Serving as an officer or active member in major committees at the University hospital, VA hospital or other patient care-related facilities
- Serving as a member of the IRB or IACUC research committees

### **Patient Care**

- Evidence of excellence in professional service to the local community and public at large
- Number of patient encounters
- Number of patient referrals from outside the university
- Number of patient consultations
- Provision of unusual types of service not otherwise available in the region
- Organizing innovative types of patient care programs
- Organizer of state, regional, national or international conference or symposium
- Evidence of excellent performance as medical director of various clinical entities
- Serving as consultant at national and international levels
- Evidence of substantial involvement in local, regional, national and international humanistic activities and volunteerism

## **IV. Criteria for Promotion**

### **A. Instructor to Assistant Professor**

1. Minimum experience requirements:
  - a) M.D. or equivalent degree
  - b) Faculty holding the M.D. degree should be Board Certified or Eligible in Orthopaedic Surgery or subspecialty but preferably Board Certified.
  
2. Non Tenured Track-Clinical Title Series:
  - a) Administration
    - (1) Demonstrated successful experience in the administration of orthopaedic – musculoskeletal services including interaction with physicians and staff as attested to by colleagues, mentors or peers.
    - (2) Demonstrated satisfactory performance as an overseer of residents, students and 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 surgical and diagnostics services as attested to by colleagues, mentors or peers.
  
  - 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 orthopaedic surgery as attested to by colleagues, mentors or peers.

### **3. Tenured Track Title Series**

- a) Administration:
  - (1) Demonstrated successful experience in the administration of orthopaedic service including interaction with physicians and staff as attested to by colleagues, mentors or peers.
  - (2) Demonstrated satisfactory performance as a supervisor of residents, students, fellows or 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 musculoskeletal/orthopaedic 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 orthopaedics 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) M.D. or equivalent 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 research endeavors.
- b) Administration:
- (1) Continuing 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 orthopaedic administration in clinical and musculoskeletal research as attested to by faculty and colleagues.
  - (3) Continuing evidence of participation in extra-departmental clinical rounds and conferences presenting musculoskeletal/orthopaedic 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 musculoskeletal/orthopaedic 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):
- (1) Provide significant demonstrable contributions to patient care as an expert in clinical and anatomic orthopaedics as attested to by colleagues and peers.
  - (2) Development 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.
  - (3) evaluations of satisfactory or above by chairperson and peer review
  - (4) RVU generation in relationship to benchmark effort
- d) Instruction:
- (1) Proven excellence as a teacher and practitioner of musculoskeletal/orthopaedic disciplines as demonstrated by evaluations by trainees working with the faculty member in a clinical teaching setting.
  - (2) evaluations of satisfactory or above by chairperson and peer review
  - (3) factors considered should include the following where appropriate:
    - (a) teaching load
    - (b) development of new courses
    - (c) development of syllabus material
    - (d) student sponsorship
    - (e) resident training
    - (f) courses taken to improve teaching effectiveness
    - (g) student evaluations
- e) Research (Scholarly Activities):
- (1) evidence of establishment/continuation of research/scholarly program substantiated by publications in peer review journals

- (2) continuing presentation of research at regional, national and international scientific meetings
- (3) 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 societies.

**4. Tenured Track 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 or national recognition as a leader in administration, patient care, teaching, service, academic, and research endeavors.

b) Administration:

- (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 administration in musculoskeletal/orthopaedic disciplines as attested to by faculty and colleagues.
- (3) Continuing evidence of participation in outside clinical department rounds and conferences presenting musculoskeletal/orthopaedic 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 musculoskeletal/orthopaedic 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):

- (1) Provide significant demonstrable contributions to patient care as an expert in musculoskeletal/orthopaedic disciplines as attested to by colleagues and peers.
- (2) Development 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) RVU generation in relationship to benchmark effort

d) Instruction:

- (1) Proven excellence as a teacher and practitioner in musculoskeletal and /orthopaedic applications 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) Evaluations of satisfactory or above by chairperson and peer review
- (4) Factors considered should include the following where appropriate:

- (a) teaching load
- (b) development of new courses
- (c) development of syllabus material
- (d) student sponsorship
- (e) resident training
- (f) courses taken to improve teaching effectiveness
- (g) student evaluations

e) Research (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) Continuous extramural funding of research activities is expected.

f) Professional Development:

- (1) Demonstrated continuing professional development in anatomic orthopaedics as evidenced by an 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 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 either 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 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 and national levels as attested to by colleagues, mentors or peers.



- (2) Provide significant demonstrable contributions to clinical services and laboratory administration in clinical and anatomic orthopaedics as attested to by faculty and colleagues.
- (3) Continuing evidence of participation in extra-departmental clinical rounds and conferences presenting musculoskeletal/orthopaedic 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 musculoskeletal/orthopaedic 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):

- (1) Provide significant demonstrable contributions to patient care as an expert in clinical and anatomic orthopaedics as attested to by colleagues and peers.
- (2) Development of regional and 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) Evaluations of excellent or above by chairperson and peer review.
- (4) RVU generation in relationship to benchmark effort

d) Instruction:

- (1) Proven excellence as a teacher and practitioner of musculoskeletal/orthopaedic medicine 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 regional and national levels.
- (3) Evaluations of excellent or above by chairperson and peer review.
- (4) Factors considered should include the following where appropriate:
  - (a) teaching load
  - (b) development of new courses
  - (c) development of syllabus material
  - (d) student sponsorship
  - (e) resident training
  - (f) courses taken to improve teaching effectiveness
  - (g) student evaluations

e) Research (Scholarly Activities):

- (1) Evidence of establishment/continuation of research/scholarly program substantiated by publications in peer review journals.
- (2) Continuing presentation of research at regional, national and international scientific meetings
- (3) Evidence of substantial professional academic status and leadership on a regional and national level.

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.

#### 4. 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:
- (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 in musculoskeletal/orthopaedics as attested to by faculty and colleagues.
  - (3) Continuing evidence of participation in outside clinical department rounds and conferences presenting musculoskeletal/orthopaedic 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 musculoskeletal/orthopaedic 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):
- (1) Provide significant demonstrable contributions to patient care as an expert in clinical musculoskeletal care, orthopaedic as attested to by colleagues and peers.
  - (2) Development 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) RVU generation in relationship to benchmark effort.
- d) Instruction:
- (1) Proven excellence as a teacher and practitioner of clinical musculoskeletal/orthopaedics disciplines 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) Evaluations of excellent or above by chairperson and peer review.
  - (4) Factors considered should include the following where appropriate:
    - (a) teaching load
    - (b) development of new courses
    - (c) development of syllabus material
    - (d) student sponsorship
    - (e) resident training
    - (f) courses taken to improve teaching effectiveness
    - (g) student evaluations

- e) Research (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 at least three 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) Continuous extramural funding of research activities is expected.
  
- f) Professional Development –
  - (1) Demonstrated continuing professional development in clinical musculoskeletal care/orthopaedics 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**

### **I. Introduction**

Promotion, and award of tenure (if applicable), are means by which the Department of Pathology & Laboratory Medicine encourages, recognizes and rewards academic achievement and productivity, and strives to maintain a faculty of excellence in service, education and research. 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 as applicable) and the continuing need for a faculty member with particular qualifications and competencies. Salary funding of effort is also weighed against clinical, education and research productivity annually as well as toward promotion.

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

### **II. Promotion**

Promotions are not automatic but are based on merit. 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/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 communications.

### **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 an overseer 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.
- 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.

#### **3. Tenured Track 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 supervisor 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) Basic science faculty should be qualified to sponsor a Ph.D. student and chair a doctoral dissertation committee

### **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 research endeavors.

b) Administration (Hospital and Laboratory) –

(1) Continuing 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 clinical and anatomic pathology as attested to by faculty and colleagues.

(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 excellence as a clinician role model in the teaching of outside physicians and residents on the administration of care based on anatomic 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) –

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

(2) Development 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.

(3) evaluations of satisfactory or above by chairperson and peer review

(4) RVU generation in relationship to benchmark effort

d) Instruction –

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

(2) evaluations of satisfactory or above by chairperson and peer review

(3) factors considered should include the following where appropriate:

(a) teaching load

(b) development of new courses

(c) development of syllabus material

(d) student sponsorship

(e) resident training

(f) courses taken to improve teaching effectiveness

(g) student evaluations

- e) Research (Scholarly Activities)–
  - (1) evidence of establishment/continuation of research/scholarly program substantiated by publications in peer review journals
  - (2) continuing presentation of research at regional, national and international scientific meetings
  - (3) 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 societies.

#### **4. Tenured Track 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 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 anatomic 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 anatomic 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) –
  - (1) Provide significant demonstrable contributions to patient care as an expert in anatomic pathology as attested to by colleagues and peers.
  - (2) Development 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) RVU generation in relationship to benchmark effort
  
- d) Instruction –
  - (1) Proven excellence as a teacher and practitioner of anatomic 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) Evaluations of satisfactory or above by chairperson and peer review
- (4) Factors considered should include the following where appropriate:
  - (a) teaching load
  - (b) development of new courses
  - (c) development of syllabus material
  - (d) student sponsorship
  - (e) resident training
  - (f) courses taken to improve teaching effectiveness
  - (g) student evaluations

e) Research (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) Continuous extramural funding of research activities is expected.

f) Professional Development –

- (1) Demonstrated continuing professional development in anatomic pathology as evidenced by an 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 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 either 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 or subspecialty
  - c) Basic science faculty should be qualified to sponsor a Ph.D. student and chair a doctoral dissertation committee

### **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 and national levels as attested to by colleagues, mentors or peers.
- (2) Provide significant demonstrable contributions to clinical services and laboratory administration in clinical and anatomic pathology as attested to by faculty and colleagues.
- (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 excellence as a clinician role model in the teaching of outside physicians and residents on the administration of care based on anatomic 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) –

- (1) Provide significant demonstrable contributions to patient care as an expert in clinical and anatomic pathology as attested to by colleagues and peers.
- (2) Development of regional and 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) Evaluations of excellent or above by chairperson and peer review.
- (4) RVU generation in relationship to benchmark effort

d) Instruction –

- (1) Proven excellence as a teacher and practitioner of 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 regional and national levels.
- (3) Evaluations of excellent or above by chairperson and peer review.
- (4) Factors considered should include the following where appropriate:
  - (a) teaching load
  - (b) development of new courses
  - (c) development of syllabus material
  - (d) student sponsorship
  - (e) resident training
  - (f) courses taken to improve teaching effectiveness
  - (g) student evaluations

e) Research (Scholarly Activities)–

- (1) Evidence of establishment/continuation of research/scholarly program substantiated by publications in peer review journals.
- (2) Continuing presentation of research at regional, national and

international scientific meetings

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

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.

#### **4. 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 anatomic 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 anatomic 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) –

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

(2) Development 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) RVU generation in relationship to benchmark effort.

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.

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

(4) Factors considered should include the following where appropriate:

(a) teaching load

- (b) development of new courses
- (c) development of syllabus material
- (d) student sponsorship
- (e) resident training
- (f) courses taken to improve teaching effectiveness
- (g) student evaluations

e) Research (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 at least three 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) Continuous extramural funding of research activities is expected.

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.

**D. 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.
- b) Administrative Responsibilities – Evidence of continued growth and improvement in educational administration as recognized by peers and supervisor.
- c) Scholarly Activities - Evidence of potential professional status and leadership at a local and state and regional level.
- d) Professional Development – Involvement in regional educational development in area(s) of interest.

**2. Senior Lecturer**

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

Statements of Evidence for Appointment, Promotion &/or Tenure  
 Department of Pediatrics, University of Kentucky  
 Clinical Faculty (Clinical Title Series)

	<b>ASSOCIATE PROFESSOR</b>	<b>PROFESSOR</b>
<b>SERVICE</b>	<p><u>Examples of excellence in clinical service at UKCOM or its equivalent elsewhere:</u></p> <ul style="list-style-type: none"> <li>• Volume of billed or contracted services above the national benchmark appropriate to scope of practice and practice setting</li> <li>• Evaluations of patient care by peers, learners, patients, and/or staff</li> <li>• Active participation in assigned clinical duties, commensurate with job description, DOE, training and experience (e.g. outpatient, inpatient, procedural, contractual)</li> <li>• Provision of specially-focused clinical services and creation of opportunities for the same (e.g. wellness, maternity care, sports medicine, home visits, hospice services, comprehensive geriatric evaluations, behavioral science)</li> <li>• Greater than local reputation for excellence in effective clinical practice, as evidenced by attestations of peers, leaders in the field and/or publications or presentations beyond the local level, and/or service in pertinent organizations</li> <li>• Participation in the development and/or implementation of new processes or practices that improve patient care</li> <li>• Participation in the development and/or implementation of inter-professional or multi-disciplinary models or systems of patient care</li> </ul> <p><u>Examples of excellence in service at UKCOM or its equivalent elsewhere:</u></p> <ul style="list-style-type: none"> <li>• High level of professionalism based on evaluations by peers, residents, students, patients, and/or staff</li> <li>• Service on intramural committees or task forces</li> <li>• Service in professional societies beyond the level</li> <li>• Service as a member of a specialty board, the NBME or a state licensure board</li> <li>• Community service activities that advance the mission of the university, college and/or department</li> <li>• Appointment to professional education accreditation councils or committees</li> <li>• Service on a government commission, council or advisory group beyond the local level</li> </ul>	<p><u>Examples of excellence in clinical service that include those that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation:</u></p> <ul style="list-style-type: none"> <li>• Leadership in the development and evaluation of new approaches designed to improve patient care</li> <li>• 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</li> <li>• Leadership role in provision of health care at local or regional level</li> <li>• Development and implementation of service contracts or grants that contribute to the mission of the college and/or the department</li> <li>• Development and implementation of inter-professional or multi-disciplinary models or systems of clinical care</li> </ul> <p><u>Examples of continued excellence in other service that include those that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation:</u></p> <ul style="list-style-type: none"> <li>• Leadership role in professional societies beyond the local level, with participation in development of the societies' programs or policies</li> <li>• Leadership of innovative collaborations or partnerships that advance the mission or goals of the university, college and/or department</li> <li>• Service in professional societies at the national or international level</li> <li>• Service as a leader in extramural organization(s) commensurate with mission or goals of the university, college and/or department</li> <li>• Leadership of intramural committees or task forces</li> <li>• Leadership in development of services that advance the mission or goals of the university, college and/or department</li> <li>• Entrepreneurial leadership commensurate with the mission or goals of the university, college and/or department</li> <li>• Service on a government commission, council or advisory group at the national or international level</li> </ul>

Statements of Evidence for Appointment, Promotion &/or Tenure  
 Department of Pediatrics, University of Kentucky  
 Clinical Faculty (Clinical Title Series)

	<b>ASSOCIATE PROFESSOR</b>	<b>PROFESSOR</b>
<b>INSTRUCTION</b>	<p><u>Examples of excellence in teaching students, residents, fellows, and/or colleagues at UKMC or its equivalent elsewhere, or in CME venues:</u></p> <ul style="list-style-type: none"> <li>• Supervisor, peer, and/or learner evaluations</li> <li>• Teaching awards at or beyond the local level</li> <li>• Fulfillment of teaching duties as assigned by the chair and commensurate with DOE, training and experience</li> <li>• Participation in innovative approaches to teaching and/or learner evaluation</li> <li>• Mentoring or advising of residents, fellows, and/or students demonstrated by learner achievements or letters</li> <li>• Participation in inter-professional education</li> <li>• Administration of major educational programs or curricula for residents, fellows or medical students</li> </ul>	<p><u>Examples of continued excellence in teaching to include those that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation:</u></p> <ul style="list-style-type: none"> <li>• Leadership of a course or curriculum that fulfills an indentified need or gap</li> <li>• Development of a new course or curriculum that fulfills an indentified need or gap</li> <li>• Recognition for educational excellence by professional societies</li> <li>• Development of innovative approaches to teaching and/or learner evaluation</li> <li>• Recognition for educational contributions beyond the regional level</li> </ul>
<b>SCHOLARSHIP</b>	<p><u>Examples of excellence in scholarly work include clinical, health sciences or educational research at UKCOM or its equivalent elsewhere, such as:</u></p> <ul style="list-style-type: none"> <li>• Introduction and evaluation of new, innovative approaches to patient care locally and development of standards for clinical quality improvement projects</li> <li>• Presentations about innovations at the regional or greater level</li> <li>• Sole author or co-author of publications pertinent to specialty, including book chapters, book reviews, journal articles, editorials</li> <li>• Sole author or co-author of computer-based or audio-video materials</li> <li>• Reviewer for professional journals or similar web-based resources</li> <li>• Service on an editorial board for professional journal or similar web-based resource</li> <li>• Exam question developer for specialty board or the NBME</li> <li>• Collaborative role in clinical or health service research</li> </ul>	<p><u>Examples of continued scholarly work that include those that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation, such as:</u></p> <ul style="list-style-type: none"> <li>• Continued collaborative or leadership role on funded grants supporting scholarly work, including training grants</li> <li>• Development and evaluation of new approaches to patient care, including innovative clinical applications or innovations in health care delivery</li> <li>• Development of infrastructure to support clinical or health services research</li> <li>• Development and evaluation of innovations in clinical education</li> <li>• Service on an editorial board for professional journal or similar web-based resource</li> </ul>

Statements of Evidence for Appointment, Promotion &/or Tenure  
 Department of Pediatrics, University of Kentucky  
 Academic Medical Educator (Special Title Series)

	ASSOCIATE PROFESSOR	PROFESSOR
<p><b>SERVICE</b></p>	<p><u>Examples of excellence in clinical service:</u></p> <ul style="list-style-type: none"> <li>• Volume of billed or contracted services above the national benchmark appropriate to scope of practice and practice setting</li> <li>• Evaluations of patient care by peers, learners, patients, and/or staff</li> <li>• Active participation in assigned clinical duties, commensurate with job description, DOE, training and experience (e.g. outpatient, inpatient, procedural, contractual)</li> <li>• Provision of specially-focused clinical services and creation of opportunities for the same (e.g. wellness, maternity care, sports medicine, home visits, hospice services, comprehensive geriatric evaluations, behavioral science)</li> <li>• Greater than local reputation for excellence in clinical practice, as evidenced by attestations of peers, leaders in the field and/or publications or presentations beyond the local level and/or service in pertinent organizations</li> <li>• Participation in the development and/or implementation of new processes or practices that improve patient care</li> <li>• Participation in the development and/or implementation of inter-professional or multi-disciplinary models or systems of care</li> </ul> <p><u>Examples of excellence in service at UKCOM or its equivalent elsewhere:</u></p> <ul style="list-style-type: none"> <li>• High level of professionalism based on evaluations by peers, residents, students, patients, and/or staff</li> <li>• Service on intramural committees or task forces</li> <li>• Participation in academic governance beyond departmental level</li> <li>• Leadership of academic units at the departmental level</li> <li>• Contributions to organizational transformation to support educational innovations</li> <li>• Service in professional societies beyond the local level</li> <li>• Appointment to a specialty board, the NBME or a state licensure board</li> <li>• Service on a govt. commission, council or advisory group at or beyond the regional level</li> <li>• Leadership of conferences or symposia beyond the local level</li> <li>• Community service activities that advance the stated mission of the university, college and/or department</li> <li>• Invited consultation in area of emphasis beyond the local level</li> <li>• Appointment to professional education accreditation counsels or committees beyond the local level</li> </ul>	<p><u>Examples of excellence in clinical service:</u></p> <ul style="list-style-type: none"> <li>• Development and evaluation of new approaches designed to improve patient care</li> <li>• 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</li> <li>• Leadership role in provision of health care at local or regional level</li> <li>• Development and implementation of service contracts or grants that contribute to the mission of the college and/or the department</li> <li>• Development and implementation of inter-professional or multi-disciplinary models or systems of clinical care</li> </ul> <p><u>Examples of continued excellence in service that include those that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation:</u></p> <ul style="list-style-type: none"> <li>• Leadership role in professional society(ies) at or beyond the regional level, with active participation in development of programs or policies</li> <li>• Leadership on intramural committees or task forces</li> <li>• Leadership of innovative collaborations or partnerships that advance the educational mission or goals of the university, college and/or department</li> <li>• Service in professional societies at national or international level</li> <li>• Leadership in development of service contributions that advance the mission or goals of the university, college and/or department</li> <li>• Service on a govt. commission, council or advisory group at national or international level</li> <li>• Leadership of national or international conferences or symposia</li> <li>• Invited consultation in area of emphasis at the national or international level</li> </ul>

Statements of Evidence for Appointment, Promotion &/or Tenure  
 Department of Pediatrics, University of Kentucky  
 Academic Medical Educator (Special Title Series)

	<b>ASSOCIATE PROFESSOR</b>	<b>PROFESSOR</b>
<b>INSTRUCTION</b>	<p><u>Examples of excellence in teaching students, residents, fellows, and/or colleagues at UKMC or its equivalent elsewhere, or in CME venues:</u></p> <ul style="list-style-type: none"> <li>• Supervisor, peer, and/or learner evaluations</li> <li>• Teaching awards at or beyond the local level</li> <li>• Peer recognition for educational excellence at or beyond the local level</li> <li>• Fulfillment of teaching duties as assigned by the chair and commensurate with DOE, training and experience</li> <li>• Administration of major educational programs or curricula for residents, fellows or medical students</li> <li>• Contributions to the development, implementation and evaluation of innovative approaches to teaching</li> <li>• Contributions to the development, implementation and evaluation of innovative approaches to learner evaluation / feedback</li> <li>• Mentoring or advising of residents, fellows, and/or students</li> <li>• Service on graduate student committees</li> <li>• Contributions to the development, implementation, and evaluation of faculty development activities</li> <li>• Contribution to the development, implementation and evaluation of innovations in inter-professional education</li> </ul>	<p><u>Examples of continued excellence in teaching to include those that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation:</u></p> <ul style="list-style-type: none"> <li>• Leadership in the development, implementation and evaluation of a new course or curriculum that fulfills an identified need or gap</li> <li>• Leadership in the development, implementation and evaluation of innovations in teaching or learner evaluation / feedback</li> <li>• Leadership in the development, implementation and evaluation of faculty development programs</li> <li>• Successful mentorship of trainees or faculty as evidenced by achievements of these protégés</li> <li>• Teaching awards at the national or international level</li> <li>• Recognition for educational excellence at national or international level</li> <li>• Leadership of national or international conferences or symposia</li> </ul>
<b>SCHOLARSHIP</b>	<p><u>Examples of excellence in scholarly work include clinical, health sciences or educational research at UKCOM or its equivalent elsewhere, such as:</u></p> <ul style="list-style-type: none"> <li>• Peer-reviewed presentations at the regional or greater level</li> <li>• Invited presentations at the regional or greater level</li> <li>• Publication in peer-reviewed journals and/or other periodicals</li> <li>• Publication of textbooks, book chapters, book reviews, editorials, computer-based or audio-video materials</li> <li>• PI or substantive co-investigator on extramural grants or contracts for innovation in education</li> <li>• Substantive role in collaborative educational research across disciplines, colleges or universities</li> <li>• Reviewer for one or more professional journals or similar web-based resources</li> <li>• Mentorship of trainees or other faculty for scholarly activity in education</li> <li>• Development of exam items for specialty board or the NBME</li> <li>• Grant application review at local level or beyond</li> <li>• Other dissemination of innovations in education beyond the local level</li> </ul>	<p><u>Examples of continued scholarly work that include those that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation, such as:</u></p> <ul style="list-style-type: none"> <li>• PI on extramural grants or contracts for educational innovation or research</li> <li>• Development and evaluation of innovations in education</li> <li>• Development of infrastructure to support educational research or innovation</li> <li>• National or international reputation as an authority in medical education</li> <li>• Invited presentations about education at the national or international level</li> <li>• Development and implementation of infrastructure for education research</li> <li>• Multiple publications in peer reviewed journals and/or other periodicals</li> <li>• Editor or member of editorial board for professional journal, textbook, or similar web-based resource</li> <li>• Leadership of collaborative education innovation or research across disciplines, colleges or universities</li> <li>• Grant application review at national or international level</li> </ul>



Statements of Evidence for Appointment, Promotion &/or Tenure  
 Department of Pediatrics, University of Kentucky  
 Regular Title Series

	<b>ASSOCIATE PROFESSOR</b>	<b>PROFESSOR</b>
<b>SERVICE-GENERAL</b>	<ul style="list-style-type: none"> <li>• Serving as member of editorial board for peer-reviewed journal</li> <li>• Serving as a member of a review panel for a regional or state research organization</li> <li>• Elected officer in regional or state professional organization</li> <li>• Serving on a state governmental commission, task force, or board</li> <li>• Serving on College of Medicine committee.</li> <li>• Serving on Faculty Council or Faculty Senate.</li> <li>• Organizer of regional or state conference/symposium</li> <li>• Director of core use facilities</li> <li>• Serving on intramural committees or task forces</li> <li>• Leadership of academic units at the departmental level</li> <li>• Appointment to a specialty board or state licensure board</li> <li>• Community service activities that advance the stated mission of the university, college, or department</li> </ul>	<ul style="list-style-type: none"> <li>• Elected officer in national/international professional organization</li> <li>• Serving on University of Kentucky committee.</li> <li>• Organizer of national or international conference/symposium</li> <li>• Serving on a national governmental commission, task force, or board</li> <li>• Serving as a member of a review panel for a national research organization</li> <li>• Serving as member of editorial board for peer-reviewed journal</li> <li>• Serving as an editor of peer-reviewed journal</li> <li>• Serving on Faculty Council or Faculty Senate</li> <li>• Leadership on intramural committees or task forces</li> </ul>
<b>SERVICE-CLINICAL</b>	<ul style="list-style-type: none"> <li>• Volume of billed or contracted services above appropriate benchmark</li> <li>• Evaluations of patient care by peers, learners, patients, or staff</li> <li>• Participation in the development or implementation of new processes or practices that improve patient care</li> <li>• Participation in the development of multi-disciplinary models or systems of patient care</li> <li>• Establish of new clinic or program</li> <li>• Significant contributions to the growth or development of existing programs</li> <li>• Development of new administrative contributions to health care delivery</li> <li>• Active participation in assigned clinical duties commensurate with job description.</li> </ul>	<ul style="list-style-type: none"> <li>• Development and evaluation of new approaches to improve patient care</li> <li>• National or international reputation for excellence in clinical practice as evidenced by attestations of leaders in the field or service to appropriate national clinical organizations</li> <li>• Leadership role in health care at local or regional level</li> <li>• Participation in the development of multi-disciplinary models or systems of patient care</li> <li>• Serving as a member of a review panel for a national research organization</li> <li>• Significant contributions to the growth or development of existing programs</li> <li>• Development of new administrative contributions to health care delivery</li> <li>• Volume of billed or contracted services above appropriate benchmark</li> </ul>

Statements of Evidence for Appointment, Promotion &/or Tenure  
 Department of Pediatrics, University of Kentucky  
 Regular Title Series

	<b>ASSOCIATE PROFESSOR</b>	<b>PROFESSOR</b>
<b>INSTRUCTION</b>	<ul style="list-style-type: none"> <li>• Evidence of graduate or professional students mentoring</li> <li>• Participation in teaching workshops</li> <li>• Member of graduate student thesis or dissertation research</li> <li>• Placement of graduate students, professional students, or post-doctoral fellows into academic, scholarly, or professional positions</li> <li>• Scholarly publications about teaching</li> <li>• Peer and student evaluations that demonstrate rigorous and challenging teaching</li> <li>• Participation in continuing education opportunities</li> <li>• Outstanding evaluations from residents</li> <li>• Contribution to development of syllabi</li> <li>• Fulfillment of teaching duties assigned by Chair</li> <li>• Administration of educational programs at the division or departmental level</li> <li>• Contribution to the development or implementation of innovative approaches to teaching</li> <li>• Departmental teaching award</li> </ul>	<ul style="list-style-type: none"> <li>• Receiving competitive internal funding for teaching</li> <li>• Director of graduate student thesis or dissertation research</li> <li>• Departmental Director of Graduate Studies</li> <li>• Receipt of awards for research or academic performance by the faculty member's students</li> <li>• Invitation to teach at domestic or international institution of recognized excellence</li> <li>• Chair of doctoral research committees</li> <li>• Developing a new course that fills an identified need in the curriculum</li> <li>• University or professional society outstanding teacher award</li> <li>• Course director</li> <li>• Mentoring junior faculty</li> </ul>
<b>RESEARCH/ SCHOLARLY ACTIVITY</b>	<ul style="list-style-type: none"> <li>• Extramural funding as principal investigator</li> <li>• Extramural funding as a significant collaborator</li> <li>• Publication in refereed journals</li> <li>• Intramural awards for research activities</li> <li>• Member of regional or national review panel</li> <li>• Presentation of invited papers at regional or national meetings</li> <li>• Publication of a book chapter</li> <li>• Receive visiting professorship</li> <li>• Obtaining patents on intellectual property</li> <li>• Peer reviewer for professional journals</li> <li>• Development of exam questions for specialty boards</li> <li>• Grant application review at local or regional level</li> <li>• Development of a successful research program</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple extramural awards as principal investigator</li> <li>• Publication in referred journals</li> <li>• Frequent citation of publications</li> <li>• Publication of scholarly book by established publisher</li> <li>• External awards for research activities</li> <li>• Chair of regional or national review panel</li> <li>• Presentation of invited papers at national or international meetings</li> <li>• Significant publications or research funding via collaborative efforts</li> <li>• Editing a scholarly book</li> <li>• Member of board exam panel</li> <li>• Development of research infrastructure</li> <li>• Regular peer reviewer for professional journals</li> </ul>

Statements of Evidence for Appointment, Promotion &/or Tenure  
 Department of Pediatrics, University of Kentucky  
 Research Faculty (Research Title Series)

	<b>ASSOCIATE PROFESSOR</b>	<b>PROFESSOR</b>
<b>SERVICE</b>	<p><u>Examples of excellence in service at UKCOM or its equivalent elsewhere:</u></p> <ul style="list-style-type: none"> <li>• Service on intramural committees or task forces commensurate with DOE</li> <li>• Service in professional societies beyond the local level</li> <li>• Service on scientific advisory groups beyond the local level</li> <li>• Invited consultation beyond the local level</li> <li>• Expansion or strengthening of research infrastructure, including supportive structures for grant preparation</li> <li>• Planning of research conferences or symposia beyond the local level</li> <li>• Coordinating support for grant applications supporting DFCM missions, both in preparing the application and during the grant itself</li> </ul>	<p><u>Examples of continued excellence in service include those that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation, such as:</u></p> <ul style="list-style-type: none"> <li>• Service in professional societies at the national or international level</li> <li>• Service on scientific advisory groups at the national or international level</li> <li>• Involvement in planning of national or international research conferences or symposia</li> <li>• Leadership on intramural committees or task forces</li> </ul>
<b>INSTRUCTION</b>	<p><u>Examples of excellence in teaching students, residents, fellows, and/or colleagues at UKMC or its equivalent elsewhere, or in CME venues:</u></p> <ul style="list-style-type: none"> <li>• Supervisor, peer, and/or learner evaluations</li> <li>• Scholarly achievements of advisees or protégés</li> <li>• Service on graduate student committees</li> <li>• Meaningful contributions to faculty development programming</li> </ul>	<p><u>Examples of continued excellence in teaching that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation, such as:</u></p> <ul style="list-style-type: none"> <li>• Leadership in the development, implementation and evaluation of faculty development programs</li> <li>• Leadership of national or international conferences or symposia</li> </ul>
<b>SCHOLARSHIP</b>	<p><u>Examples of excellence in scholarly work include clinical, health sciences or educational research at UKCOM or its equivalent elsewhere, such as:</u></p> <ul style="list-style-type: none"> <li>• Peer-reviewed presentations at the regional or greater level</li> <li>• Invited presentations at the regional or greater level</li> <li>• Publication of books or book chapters</li> <li>• Publication of peer-reviewed journals and/or other periodicals</li> <li>• Other dissemination of innovations beyond the local level</li> <li>• PI or substantive co-investigator role on extramural research or training grants or contracts</li> <li>• Substantive role in collaborative research across disciplines, colleges or universities</li> <li>• Review for one or more professional journals or similar web-based resources</li> <li>• Mentorship of trainees or faculty for research</li> <li>• Awards for excellence in research</li> <li>• Grant reviewer at local or regional level</li> <li>• Membership in professional societies</li> </ul>	<p><u>Examples of continued scholarly work that include those that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation, such as:</u></p> <ul style="list-style-type: none"> <li>• PI on extramural research or training grants or contracts</li> <li>• Development and evaluation of innovations in education</li> <li>• Development of infrastructure to support educational research or innovation</li> <li>• National or international reputation in one or more areas of research</li> <li>• Peer-reviewed presentations at the national or international level</li> <li>• Invited presentations at the national or international level</li> <li>• Grant review at national or international level</li> <li>• Awards for excellence in research beyond the local level</li> </ul>

Statements of Evidence for Appointment, Promotion &/or Tenure  
 Department of Pediatrics, University of Kentucky  
 Academic Clinician/Scientist (Special Title Series)

SERVICE	ASSOCIATE PROFESSOR	PROFESSOR
	<p><u>Examples of excellence in clinical service at UKCOM or elsewhere:</u></p> <ul style="list-style-type: none"> <li>• Volume of billed or contracted services above the national benchmark appropriate to scope of practice and practice setting</li> <li>• Evaluations of patient care by peers, learners, patients, and/or staff</li> <li>• Participation in assigned clinical duties, commensurate with job description, DOE, training and experience (e.g. outpatient, inpatient, procedural, contractual)</li> <li>• Provision of specially-focused clinical services and creation of opportunities for the same (e.g. wellness, maternity care, sports medicine, home visits, hospice services, comprehensive geriatric evaluations, behavioral science)</li> <li>• Introduction and evaluation of new, innovative approaches to patient care locally and develops standards for clinical quality improvement projects</li> <li>• Greater than local reputation for excellence in effective clinical practice, as evidenced by attestations of peers, leaders in the field and/or publications or presentations beyond the local level, and/or service in pertinent organizations</li> <li>• Participation in the development and/or implementation of inter-professional or multi-disciplinary models or systems of care</li> </ul> <p><u>Examples of excellence in other service at UKCOM or its equivalent elsewhere:</u></p> <ul style="list-style-type: none"> <li>• High level of professionalism based on evaluations by peers, residents, students, patients, and/or staff</li> <li>• Service on intramural committees or task forces</li> <li>• Service in professional societies beyond the local level</li> <li>• Participation in collaborations that advance the mission or goals of the university, college and/or department.</li> <li>• Appointment to a specialty board, the NBME or a state licensure board</li> <li>• Service on a govt. commission, council or advisory group</li> <li>• Leadership of conferences or symposia beyond the local level</li> <li>• Community service activities that advance the stated mission of the university, college and/or department</li> </ul>	<p><u>Examples of excellence in clinical service at UKCOM or elsewhere that include those that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation:</u></p> <ul style="list-style-type: none"> <li>• Development and evaluation of new approaches to patient care that are applicable beyond the local level</li> <li>• Reputation for excellence in clinical practice, at the national or international level as evidenced by attestations of leaders in the field or publications or presentations, or service in pertinent national organizations</li> <li>• Development and evaluation of inter-professional or multi-disciplinary models or systems of clinical care</li> </ul> <p><u>Examples of continued excellence in other service that include those that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation:</u></p> <ul style="list-style-type: none"> <li>• Leadership of intramural committees or task forces</li> <li>• Leadership role in professional societies beyond the local level, with participation in development of the societies' programs or policies</li> <li>• Leadership of innovative collaborations that advance the mission or goals of the university, college and/or department.</li> <li>• Leadership in development of services that advance the mission or goals of the university, college and/or department</li> <li>• Service in professional societies at national or international level</li> <li>• Service as a leader in extramural organization(s) commensurate with mission or goals of the university, college and/or department.</li> <li>• Service on a govt. commission, council or advisory group at national or international level</li> <li>• Appointment to professional education accreditation counsels or committees</li> </ul>

Statements of Evidence for Appointment, Promotion &/or Tenure  
 Department of Pediatrics, University of Kentucky  
 Academic Clinician/Scientist (Special Title Series)

	<b>ASSOCIATE PROFESSOR</b>	<b>PROFESSOR</b>
<b>INSTRUCTION</b>	<p><u>Examples of excellence in teaching students, residents, fellows, and/or colleagues at UKMC or its equivalent elsewhere, or in CME venues:</u></p> <ul style="list-style-type: none"> <li>• Supervisor, peer, and/or learner evaluations</li> <li>• Learner outcomes as measured by examination results or career progress</li> <li>• Teaching awards at or beyond the local level</li> <li>• Administration of major educational programs or curricula for residents, fellows or medical students</li> <li>• Fulfillment of all teaching duties as assigned by the chair and commensurate with DOE, training and experience</li> <li>• Service on graduate student committees</li> <li>• Participation in innovative approaches to teaching and/or learner evaluation</li> <li>• Mentoring or serving as a role-model for residents, fellows, and/or students</li> <li>• Contributions to faculty development</li> <li>• Participation in inter-professional education</li> </ul>	<p><u>Examples of continued excellence in teaching to include those that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation:</u></p> <ul style="list-style-type: none"> <li>• Leadership of a course or curriculum that fulfills an identified need or gap</li> <li>• Recognition for educational excellence at the national or international levels</li> <li>• Development and evaluation of faculty development programs</li> <li>• Successful mentorship of trainees or faculty as evidenced by achievements of these protégés</li> <li>• Leadership of national or international conferences or symposia</li> </ul>
<b>SCHOLARSHIP</b>	<p><u>Examples of excellence in scholarly work include clinical, health sciences or educational research at UKCOM or its equivalent elsewhere, such as:</u></p> <ul style="list-style-type: none"> <li>• Peer-reviewed presentations at the regional or greater level</li> <li>• Invited presentations at the regional or greater level</li> <li>• PI or substantive co-investigator role on extramural grants or contracts for innovation</li> <li>• Publication of peer-reviewed materials pertinent to the specialty, including internet-based media</li> <li>• Sole author or co-author of published work in textbooks, book chapters, book reviews</li> <li>• Sole author or co-author of computer-based or audio-video materials</li> <li>• Other dissemination of innovations beyond the local level</li> <li>• Significant role developing clinical or health services research locally or regionally</li> <li>• Substantive role in collaborative research across disciplines, colleges or universities</li> <li>• Development and evaluation and dissemination of new approaches to patient care, including innovative clinical applications or innovations in health care delivery</li> <li>• Reviewer for one or more professional journals or similar web-based resources</li> <li>• Mentorship of trainees or other faculty for scholarly activity</li> <li>• Development of exam items for specialty board or the NBME</li> <li>• Reviewer of grant applications at local or regional level</li> </ul>	<p><u>Examples of continued scholarly work that include those that met criteria for rank of Associate Professor, plus higher levels of leadership and innovation, such as:</u></p> <ul style="list-style-type: none"> <li>• PI on extramural grants or contracts for innovation or research</li> <li>• National or international reputation as an authority in one or more areas important to the specialty</li> <li>• Development and implementation of infrastructure for clinical or health services research</li> <li>• Editor or member of editorial board for professional journal, textbook, or similar web-based resource</li> <li>• Leadership of collaborative research across disciplines, colleges or universities</li> <li>• Reviewer of grant applications at national or international level</li> </ul>

## **Department of Physical Medicine and Rehabilitation**

### **Statement of Evidence – Promotion and Tenure for Special Title and Clinical Title Faculty**

#### **I. Introduction**

Promotion, and award of tenure (if applicable), are means by which the Department of Physical Medicine and Rehabilitation encourages, recognizes and rewards academic achievement and productivity, and strives to maintain a faculty of excellence in service, education and research. 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 as applicable) and the continuing need for a faculty member with particular qualifications and competencies. Salary funding of effort is also weighed against clinical, education and research productivity annually as well as toward promotion.

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

#### **II. Promotion**

Promotions are not automatic but are based on merit. 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/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 Department of Physical Medicine and Rehabilitation faculty members 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 communications.

### **III. Criteria for Promotion**

#### **A. Instructor to Assistant Professor**

1. Minimum experience requirements:
  - a) M.D. or equivalent degree
  - b) Faculty holding the M.D. degree should be Board Certified or Eligible in Physical Medicine and Rehabilitation or subspecialty but preferably Board Certified.
  
2. Non Tenured Track-Clinical Title Series:
  - a) Administration
    - (1) Demonstrated successful experience in the administration of Physical Medicine and Rehabilitation services including interaction with physicians and staff as attested to by colleagues, mentors or peers.
    - (2) Demonstrated satisfactory performance as an overseer of residents, students and 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 surgical and diagnostics services as attested to by colleagues, mentors or peers.
  
  - 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 Physical Medicine and Rehabilitation as attested to by colleagues, mentors or peers.
  
3. **Tenured Track Title Series**
  - a) Administration:
    - (1) Demonstrated successful experience in the administration of Physical Medicine and Rehabilitation service including interaction with physicians and staff as attested to by colleagues, mentors or peers.

- (2) Demonstrated satisfactory performance as a supervisor of residents, students, fellows or 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 Physical Medicine and Rehabilitation 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.
- e) Professional Development:
- (1) Potential for excellence in continuing professional development in Physical Medicine and Rehabilitation 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) M.D. or equivalent 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 research endeavors.
  
- b) Administration:
  - (1) Continuing 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 administration in clinical and Physical Medicine and Rehabilitation activities as attested to by faculty and colleagues.
  - (3) Continuing evidence of participation in extra-departmental clinical rounds and conferences 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 of Physical Medicine and Rehabilitation 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):
  - (1) Provide significant demonstrable contributions to patient care as an expert in clinical Physical Medicine and Rehabilitation as attested to by colleagues and peers.
  - (2) Development 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.
  - (3) evaluations of satisfactory or above by chairperson and peer review
  - (4) RVU generation in relationship to benchmark effort
  
- d) Instruction:
  - (1) Proven excellence as a teacher and practitioner of Physical Medicine and Rehabilitation disciplines as demonstrated by evaluations by trainees working with the faculty member in a clinical teaching setting.
  - (2) evaluations of satisfactory or above by chairperson and peer review
  - (3) factors considered should include the following where appropriate:
    - (a) teaching load
    - (b) development of new courses
    - (c) development of syllabus material
    - (d) student sponsorship
    - (e) resident training
    - (f) courses taken to improve teaching effectiveness
    - (g) student evaluations
  
- e) Research (Scholarly Activities):
  - (1) evidence of establishment/continuation of research/scholarly program substantiated by publications in peer review journals

- (2) continuing presentation of research at regional, national and international scientific meetings
- (3) 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 societies.

**4. Tenured Track 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 or national recognition as a leader in administration, patient care, teaching, service, academic, and research endeavors.

b) Administration:

- (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 administration in Physical Medicine and Rehabilitation disciplines as attested to by faculty and colleagues.
- (3) Continuing evidence of participation in outside clinical department rounds and conferences 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 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):

- (1) Provide significant demonstrable contributions to patient care as an expert in Physical Medicine and Rehabilitation disciplines as attested to by colleagues and peers.
- (2) Development 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) RVU generation in relationship to benchmark effort

d) Instruction:

- (1) Proven excellence as a teacher and practitioner in Physical Medicine and Rehabilitation applications 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) Evaluations of satisfactory or above by chairperson and peer review
- (4) Factors considered should include the following where appropriate:
  - (a) teaching load
  - (b) development of new courses
  - (c) development of syllabus material

- (d) student sponsorship
- (e) resident training
- (f) courses taken to improve teaching effectiveness
- (g) student evaluations

e) Research (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) Continuous extramural funding of research activities is expected.

f) Professional Development:

- (1) Demonstrated continuing professional development in Physical Medicine and Rehabilitation as evidenced by an 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 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 either 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 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 and national levels as attested to by colleagues, mentors or peers.
  - (2) Provide significant demonstrable contributions to clinical services and laboratory administration in clinical and Physical Medicine and Rehabilitation as attested to by faculty and colleagues.

- (3) Continuing evidence of participation in extra-departmental clinical rounds and conferences.
- (4) Continuing evidence of excellence as a clinician role model in the teaching of outside physicians and residents on the administration of care 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):

- (1) Provide significant demonstrable contributions to patient care as an expert in Physical Medicine and Rehabilitation as attested to by colleagues and peers.
- (2) Development of regional and 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) Evaluations of excellent or above by chairperson and peer review.
- (4) RVU generation in relationship to benchmark effort

d) Instruction:

- (1) Proven excellence as a teacher and practitioner of Physical Medicine and Rehabilitation 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 regional and national levels.
- (3) Evaluations of excellent or above by chairperson and peer review.
- (4) Factors considered should include the following where appropriate:
  - (a) teaching load
  - (b) development of new courses
  - (c) development of syllabus material
  - (d) student sponsorship
  - (e) resident training
  - (f) courses taken to improve teaching effectiveness
  - (g) student evaluations

e) Research (Scholarly Activities):

- (1) Evidence of establishment/continuation of research/scholarly program substantiated by publications in peer review journals.
- (2) Continuing presentation of research at regional, national and international scientific meetings
- (3) Evidence of substantial professional academic status and leadership on a regional and national level.

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.

#### **4. 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:

- (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 in Physical Medicine and Rehabilitation as attested to by faculty and colleagues.
- (3) Continuing evidence of participation in outside clinical department rounds and conferences.
- (4) Continuing evidence of excellence as a clinician role model in the teaching of outside physicians and residents on the administration of care 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):

- (1) Provide significant demonstrable contributions to patient care as an expert in clinical Physical Medicine and Rehabilitation as attested to by colleagues and peers.
- (2) Development 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) RVU generation in relationship to benchmark effort.

d) Instruction:

- (1) Proven excellence as a teacher and practitioner of Physical Medicine and Rehabilitation disciplines 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) Evaluations of excellent or above by chairperson and peer review.
- (4) Factors considered should include the following where appropriate:
  - (a) teaching load
  - (b) development of new courses
  - (c) development of syllabus material
  - (d) student sponsorship
  - (e) resident training
  - (f) courses taken to improve teaching effectiveness
  - (g) student evaluations

e) Research (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 at least three 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) Continuous extramural funding of research activities is expected.

f) Professional Development --

(1) Demonstrated continuing professional development in clinical Physical Medicine and Rehabilitation 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.

Appendix 1: Performance Expectations for Appointment, Promotion and Tenure in the Department of Physiology:

Appointment at Assistant Professor:

Individuals being considered for appointment as Assistant Professor in the Regular Title Series shall:

1. have a Ph.D./M.D/D.O./D.V.M. or equivalent and a commitment to original and independent biological or behavioral research with significant formal research training and strong potential for independent funding;
2. be a contributor to, or author of, refereed, substantive publications;
3. have the potential for excellence in research training and in formal classroom or informal education settings.

Individuals being considered for initial appointment as Assistant Professor in the Research Title Series shall be sponsored by a member of the faculty in the Regular Title Series with the understanding that the sponsor shall provide laboratory space and facilities, and salary support, for the appointee as agreed with the Chair. The prospective appointee's curriculum vitae shall be made available to all members of the faculty, as specified in the general rules, above, and the candidate shall give a research seminar, prior to a faculty meeting at which the appointment is discussed.

Appointment at Assistant Professor shall be offered when approved by a majority vote of the faculty and by the Chair.

Promotion to Associate Professor with Tenure

The candidate shall present evidence of activity and excellence in all relevant areas: research, education, and service, as specified in the attached Tables A-H from the "UK COM Procedures for Appointment, Promotion and Tenure" booklet. In particular, promotion to Associate Professor shall be awarded in conformity to the University of Kentucky expectation that the candidate shall have achieved an "emerging national reputation as an original investigator outside the UK medical community, and membership in professional societies." Objective evidence of attainment of such reputation shall include:

1. A record of excellence in biological or behavioral research is expected. To meet this expectation requires the candidate attain appropriate funding for his/her research program and s/he maintain an active publication record. Candidates shall demonstrate research support including a listing of numbers of grants submitted, approved and funded. There is also expectation of continued independent funding. For publications the expectation includes: a) continued publication in refereed journals of original investigation(s) that significantly advance the candidate's field-of-study; b) senior authorship or contributor of major ideas and innovations; c) identifiable independence from senior scientific mentors. Productivity for promotion is reflected by both the numbers of corresponding author publications and the quality of the journals in which his/her reports appear. As a general guideline, the candidate should average 1-2, or more, first or 'corresponding' author publications per year. Other evidence of scholarly productivity includes demonstration of expertise/leadership in a definable field at the national/international level; independent contributions to collaborative projects; leadership in establishing and maintaining collaborative research groups. Innovation can also be considered by the acquirement of patents or other intellectual property but this alone is not sufficient for demonstration of research excellence.
2. Active and effective participation in research training and in the broader educational mission of the department, or both, is expected of the candidate. Teaching is central to the mission of the University and is an essential consideration for promotion or to the granting of tenure. It is assumed that, except in

special situations, all faculty members holding regular title series appointments shall be involved in teaching. Because it is essential to document not only the extent to which a faculty member is involved in education, but also the quality and effectiveness of these efforts, candidates shall submit a teaching portfolio. The teaching portfolio shall include examples of classroom lectures (including student evaluations), small group teaching/facilitation, seminars, seminar courses, laboratory teaching, simulation development, participation in interdisciplinary courses, participation in evaluation exercises for students and post-graduate trainees, advising/mentoring graduate students, postdoctoral fellows, undergraduates and summer students. Contributions to undergraduate education shall also be considered as these conform to the candidate's Division of Effort agreements.

3. A documentation of service to the Department, University and Scientific community is required. Institutional responsibilities, committee work and activities that serve to interface the institution with the community and state are essential to the welfare of the institution and therefore are worthy of consideration in evaluating a faculty member. Additionally, an emerging national reputation as an original investigator outside the University of Kentucky research community and membership in professional societies is expected. Examples of this evidence include: participation in grant review panels, consultant panels and advisory boards or their equivalent; career development awards or equivalent; positions of leadership or responsibility in professional organizations, agencies and societies and federal agencies or their equivalent; appointment to editorial boards of scientific journals; visiting faculty invitations; participation in the peer review process for academic journals.

#### Promotion to Associate Professor in Research Title Series

Persons who have served as Research Assistant Professor (Research Title Series) shall be considered for promotion to Associate Professor when nominated, with the full support of the Chair, by the faculty, and as is appropriate, by his/her sponsor. Criteria for promotion shall be the same as above, but only in that category, generally research, that accords with his/her Division of Effort agreement.

#### Promotion to Professor with tenure, Regular Title Series

Promotion to Full Professor shall be in conformity to the University of Kentucky expectation that the candidate shall have achieved a "national and international reputation within his or her field, which may be evidenced by memberships in study sections, advisory groups, prestigious professional societies, etc., and awards, prizes and other notable academic achievements." Teaching/educational activities at this stage of development may include major course responsibilities or administrative responsibility for specific areas of patient care or teaching, or evidence of successful mentoring of junior faculty. For persons being considered for promotion to Full Professor in the Regular Title Series, evidence of attainment of such reputation shall include:

1. excellent service as Associate Professor at the University of Kentucky College of Medicine (or equivalent) with important accomplishments in biological or behavioral research. Independent funding and reasonable expectation of continued independent funding, and continuing publication of outstanding, original and innovative findings are essential. A further national and international recognition in their field of study as evidenced by peer recognition that may be manifest by the appointment to editorial boards of quality journals and serving on study sections or advisory groups.
2. continuation of teaching development as a key person in research training and active participation in the education of medical students, graduate students or both. Evidence of course direction, course development or development of new teaching methodologies shall be present. Excellence in contributions to undergraduate education shall also be considered as these conform to the candidate's Division of Effort agreements.
3. effective service to the institution. For instance, one may have gained the confidence of colleagues by



being elected to an academic committee or committees involved in the functioning of the institution. It is also expected that the candidate shall exhibit a national and international reputation within his or her field, which may be evidenced by awards from professional societies or international professional organizations and election to office in scientific organizations.

#### Promotion to Professor in Research Title Series

Persons who have served as Research Associate Professor (Research Title Series) shall be considered for promotion to Full Professor when nominated, with the full support of the Chair, by the faculty and, as is appropriate, by his/her sponsor. Criteria for promotion shall be the same as above, but only in that category, generally research, that accords with his/her Division of Effort agreement.

## Appendix 2: Procedures for Consideration for Promotion and/or Tenure in the Department of Physiology

All faculty members below the rank of Full Professor for all title series who have been members of the faculty for a minimum of three years shall be eligible annually for consideration for promotion and, for those in a tenure-track appointment but not already tenured, for tenure. All procedures for considering an individual faculty member of the Department of Physiology shall comply with those listed in the University of Kentucky Administrative Regulations and the "UK COM Procedures for Appointment, Promotion and Tenure" booklet; otherwise, procedures listed in this document shall be followed. Tenure and promotion must be considered separately, but the two may be recommended simultaneously. The procedure for consideration for promotion from Assistant to Associate Professor in any title series may be initiated at any time after three years' service during an assistant professor's appointment within the Department of Physiology. Shorter lengths of service may be appropriate for professionally-established individuals who were hired at a lower rank and/or without tenure. In the event that the faculty and Chair have not recommended instigation of the process by the fifth year following the person's initial appointment, an individual may meet with the Chair and request that s/he be so considered; in such situations the Chair shall bring the request to members of the tenured faculty at a departmental meeting held for that specific purpose. Irrespective of the Chair's or faculty's determinations, any non-tenured faculty member may insist that s/he be considered during his/her sixth year at the University of Kentucky; in such cases the procedures specified below, as appropriate to the applicant's rank and title series, shall be initiated and followed.

At a time of his or her discretion the Chair shall provide thirty or more days' notice for all faculty employees to update their dossier summarizing all relevant aspects of their professional activities. For individuals anticipating the possibility of promotion and/or tenure, the dossier shall be informed by the expectations of performance for tenure and promotion given above, and as these expectations conform to their annual agreements in his/her Division of Effort. For Full Professors, and for individuals not anticipating consideration for promotion and/or tenure within the ensuing 12 months, the annual update may minimally include submission of an updated curriculum vitae. For individuals in the Regular Title Series anticipating consideration for promotion and/or tenure during the coming year the dossier shall minimally include: (a) the individual's curriculum vitae particularly including a listing of all recent publications and grant applications; (b) his/her teaching portfolio, a listing of teaching assignments and relevant teaching materials, students' evaluations of teaching, including graduate students' evaluations, and a listing of the faculty member's trainees, and the trainees' publications and most recent appointments; (c) a listing of all service to the profession, particularly including service to journals as a reviewer, as a member of an editorial board or editor, and of participation in peer review committee(s) with a letter from the Scientific Review Administrator, or other such individual, speaking to said service; (d) a exposition of all engagement with the local, regional or national / international communities. One would normally expect the dossier for persons in the research title series to focus primarily upon research productivity. Irrespective of his/her title series, any additional material a candidate may wish to include within the dossier is welcome to the degree that it speaks at least tangentially to his/her development of a local, regional or wider scholarly reputation.

The Chair shall make dossiers for prospective candidates for promotion and/or tenure available for faculty review, and shall then call a meeting of all faculty members above the level of Assistant Professor for the purpose of reviewing the dossiers of each Assistant and each Associate Professor. Associate and Full Professors shall review all Assistant Professors; Full Professors shall review all Associate Professors. Upon a full and open discussion of each dossier, those faculty members engaged in the respective discussion shall formulate, for the Chair, their evaluation and recommendations for further development of each individual with a consideration toward eventual promotion and/or tenure. The Chair shall then meet with the candidate to review the faculty's evaluation and recommendations

and establish those procedures that appear appropriate to the Chair for that individual's continued professional development.

When in the course of the annual review process an individual is identified by majority vote of the faculty who, in the Chair's and faculty's opinion, has achieved the professional accomplishments, as outlined above, for candidacy for promotion and/or tenure, the faculty shall recommend to the Chair that s/he initiate the process for evaluation of said candidate for promotion and/or tenure through the policies established by the College of Medicine and the University of Kentucky. The Chair shall meet with each candidate to secure his/her agreement with the decision to proceed with this process. Any faculty member so identified who does not wish to be considered in any given year must notify the Chair in writing of his/her decision to decline consideration for promotion and/or tenure. For all other individuals, the Dean of the College of Medicine, and the faculty members of the Department of Physiology, shall be informed of the decision to proceed with the process for promotion and/or tenure.

The initial steps shall include, first, identifying highly respected scientists and/or educators working within the general field of the candidate's scholarly interests from whom letters evaluating the candidate's scholarly productivity may be solicited. The candidate and Chair shall agree upon a minimum of 6 such individuals from the faculty of other departments within the University of Kentucky; these individuals normally will be tenured members of the university faculty. Likewise, the candidate may suggest up to six persons outside the University of Kentucky who, in the candidate's opinion, have a solid basis from which to evaluate the candidate's scholarly productivity; the candidate shall recommend persons who can be expected to write objectively (i.e., "at arms length") and who hold an appointment at an academic institution respected for its research and teaching; with the agreement of the Chair, individuals at research institutes or otherwise working in non-academic settings may be included in the candidate's list. The Chair shall then solicit letters of evaluation from those persons identified from within the University of Kentucky, and from a minimum of six individuals outside the University of Kentucky; the latter shall include two persons suggested by the candidate, but shall also include four persons identified independently by the Chair. A complete set of letters shall be solicited no later than the end of October. Secondly, the Chair shall arrange for the candidate to give a formal seminar in which the candidate shall present his/her scholarly accomplishments. The seminar normally focuses upon recent laboratory findings, and places these findings within a wider scientific context. The seminar shall be presented by the early months of the fall semester, and shall be advertised widely within the departments and divisions of the College of Medicine.

The Chair shall solicit letters of evaluation of the candidate from all tenured faculty members in the Department of Physiology shortly following the candidate's seminar. At the discretion of the Chair invitations to write may also be extended to non-tenured members of the physiology faculty. The solicitation shall give a date by which the evaluations are due in the Chair's office. The faculty shall be invited to read letters from external reviewers prior to submitting their own letters of evaluation. Faculty letters shall focus upon the scholarly activity of the candidate, and shall state explicitly whether, in the writer's opinion, the candidate merits the proposed promotion and, if applicable, the awarding of tenure. The candidate's dossier shall be complete prior to December 1.

The Chair shall meet with a candidate to review the status of the application prior to forwarding the completed dossier, including all letters of recommendation, to the Dean of the College of Medicine. Should the candidate receive unfavorable review by a notable minority, or majority, of the tenured faculty members, the Chair shall offer the candidate the option of foregoing further review by the College of Medicine and the University of Kentucky at this time. Should the candidate accept this option during his/her sixth year at the University of Kentucky, arrangements shall be made for a final year's academic appointment within the Department of Physiology. The Chair shall announce this

decision, and the nature of the expectations for the terminal year's appointment, to the full faculty. Conversely, should the candidate wish to proceed despite unfavorable review by his/her colleagues of the tenured faculty, the candidate shall be invited to include a letter within the dossier responding to such concerns as may have been expressed in letters contained in the dossier. The dossier shall then be forwarded to the office of the Dean, College of Medicine for review and final evaluations. The candidate may update his/her dossier at anytime during on-going evaluative procedures. Such updates would normally be limited to providing notice of the acceptance of a manuscript previously listed as "in review," listing of any manuscripts submitted for review and publication since the dossier was forwarded to the Dean, notice of the award of funding of grant applications or of contracts, or the submission of new application(s) for grants-in-aid.

## **Department of Psychiatry Criteria used for Promotion and Tenure for the Clinical Title Series, Special Title Series, and Regular Title Series.**

### **Non-Tenurable Clinical Title Series**

Physicians and other clinicians (social workers, psychologists, CADC's) who do not have a strong interest in research are most appropriately placed in the Clinical Title Series. These individuals are highly valued by the department for their work in the clinical arena and are often very instrumental in the education and supervision of medical students, residents, and other graduate students.

#### **Promotion from Assistant to Associate Professor**

The criteria listed are not meant to be a checklist, but certainly are examples of criteria which can be considered in promotion and promotion decisions for faculty members with primary clinical and teaching responsibilities. In general, this will entail excellent service as an Assistant Professor at UK College of Medicine with significant time commitment and record of excellence in clinical academic service and teaching. Board certification or its equivalent is required. Promotion should require outstanding service not only to the department and the university, but development of a regional reputation for excellence. Although research is not required as a criteria for promotion to Associate Professor, these types of scholarly contributions can certainly enhance the individuals chance for promotion within the Clinical Title Series.

#### **Promotion from Associate to Full Professor**

The items listed below will be criteria which are considered in promotion decisions for physicians and other clinicians in the Clinical Title Series with primary service and teaching responsibilities. There should be a continued level of outstanding service to the department, university, region, and perhaps on a national level.

#### **Service:**

Clinical productivity in any area (outpatient clinic, consult/liaison service, inpatient service).  
Provision of clinical care or administration within the department.  
Some aspect of teaching or supervising of clinical medicine to students or residents.  
Chair of a committee not only within the department, but perhaps within the medical center or the university.  
Service on major committees either within the university, on the state or national level.  
Service as a consultant at regional or national level.  
Significant clinical/administrative responsibilities.  
Establishment of new clinical programs or expertise within a unique area.  
Contributions to the growth for excellence of existing clinical programs.  
Serving as an officer in local, state, regional, or national organization.  
Providing an essential core-service within the department.

#### **Teaching and Education:**

Assistance with or successful direction of a program (clerkship, residency training, resident clinic, graduate education).  
Outstanding teaching performance.  
Contributions to the professional development of students and students/residents/graduate students.

Outstanding performance as a teacher/supervisor/advisor.  
Outstanding service as a clerkship director or Director of Residency Training.  
Successful participation at teaching workshops/institutes/ conferences.  
Development of and greater than local reputation for excellence in clinical practice.  
Service as a role model of a practicing physician/clinician for students, residents, and fellows.  
Leadership role in professional societies.

## Special Title Series

Faculty members in the Special Title Series in the Department of Psychiatry have a significant percentage of their effort reserved for clinical service and educational efforts. There is typically at least a 25% allocation of time for research/scholarly activity. As opposed to a Regular Title Series where research (demonstrated by grants and publications) is a requirement; this is not an absolute demand for the Special Title Series, but certainly are encouraged and will tremendously strengthen the dossier of the individual. The terms used in a previous medical center guideline were academic clinician/scientist and academic medical educator.

An academic clinician/scientist has primary service activity involving patient care and the primary type of scholarly activity typically involves human subjects or issues directly related to patient care. These individuals typically will have an M.D./D.O. degree, but may have a Ph.D. or other terminal degree appropriate to the appointment.

The academic medical educator is a person whose commitment places emphasis in the area of scholarly and service activity in the education of medical, graduate or undergraduate students, as well as residents and fellows. Although the primary type of scholarly activity will generally be teaching, other types of scholarly work may be undertaken if the academic medical educator has a significant amount of time allocated for research/scholarly activity and there should be objective evidence of this time commitment. In addition to showing evidence of accomplishment in teaching and clinical work, evidence of research and scholarly activity should be apparent with some of the following examples.

### Research/Scholarly Activity:

Publications in refereed journals.  
Published abstracts.  
Teaching Awards.  
Co-investigator on funded projects.  
Presentation of papers at regional and national meetings.  
Receipt of internal or external funding for research.  
Publication of chapters.  
Editorial responsibilities.  
Innovative educational contributions.

Promotion from Associate to Full Professor in the Special Title Series will entail continuing scholarly activity, which could be in the form of continued publications, audio/visual learning aids, or computer-based material. There should be evidence that the candidate is recognized on a regional or national level as a clinician/teacher or scholar. Leadership roles in professional organizations are certainly valued as well. Serving in a leadership capacity and as an effective role model and mentor for medical students, residents, and/or other graduate students or colleagues is of utmost importance. Involvement in

regional/national organizations in a leadership capacity (or making scholarly contributions to these organizations) is encouraged.

## Regular Title Series

The physician/social worker/psychologist should have 75% of time protected for research and scholarly activity.

### Promotion from Assistant to Associate Professor

There should be excellent service as an Assistant Professor, Board Certification, and a record of excellent research. Publications and presentations on a regional and national level are considered important and an integral part of the Regular Title Series. There should be an emerging reputation within the individual's field and recognition as an authority in his/her particular specialty both inside and outside the UK community. The criteria listed are not meant to be a checklist, but are examples of criteria to be considered for faculty with primary research responsibilities.

#### Research Scholarly Activity:

Publications in refereed journals.

Published abstracts.

Co-investigator on funded projects.

Presentation of research at regional and national meetings.

Receipt of internal or external funding for research.

Publication of chapters.

Successful development of an independent and focused research program supported by extramural funding

Service as an editor, member of editorial board, or frequent reviewer of high-impact journals.

Service on internal or external committees for organizations focused on research (e.g., grant review committees).

### Promotion from Associate to Full Professor

Frequent citation of publications.

Publication of scholarly books.

There needs to be evidence of continued excellence service as an Associate Professor with notable accomplishments in research. There is an expectation of continued funding. There should be continuing publications of original innovative research findings. The individual should be recognized for active participation in the training of medical students/graduate students/residents. A national or international reputation within the field which may be evidenced in numerous ways. (For example, membership in study sections, advisory groups, consulting arrangements, and professional societies.) Frequent citation of publication and publicity books and book chapters are strongly encouraged as well.

## **STATEMENTS OF EVIDENCES REGARDING PROMOTION AND TENURE DEPARTMENT OF RADIATION MEDICINE**

### **Basic Premises**

Virtually all UK College of Medicine Faculty members are expected to participate in educational efforts appropriate to their discipline and position. However, if teaching is going to merit promotion in a tenurable title series, it is not sufficient in terms of promotion and tenure to be a great teacher. The best evidence for promotion based on accomplishments in education is education-related research, i.e. a novel method for teaching and training in radiation medicine or related academic areas. Service and research / creative effort frequently accompany teaching effort, and in many cases, will take predominance in terms of promotion and tenure decisions. Decisions regarding promotion and tenure are based on thorough review and consideration of each faculty member's unique combination of strengths and accomplishments relative to their agreed upon distribution of effort.

The list of criteria given below is not meant to be a checklist, for which each item should be checked. Rather, it suggests to the faculty member under consideration for promotion (and tenure when appropriate), as well as evaluators, activities and accomplishments to be considered in presenting the faculty member's case for promotion (and tenure, when appropriate) and in deliberations.

### **Tenable Title Series: Clinician / Physicist**

These faculty members will generally be on the Special Title Series, implying that a significant percentage of their effort is reserved for service and/or educational efforts, along with a reasonable allocation to research / creative activity. If these faculty are in Regular Title Series positions, they will generally be expected to have successful independent and funded research programs similar to Basic or Translational Scientists or hold a senior administrative position within the College, e.g. Division, Chief, Department Chair.

**Assistant to Associate Professor:** The criteria below are considered in promotion and tenure decisions for clinicians and physicists with primary service and teaching responsibilities. Generally, promotion will require a sustained level of outstanding service to the university, region, and discipline resulting in at least a regional reputation for excellence. In addition, the creation of new knowledge relevant to the discipline is required, as measured by some of the criteria outlined below. For these faculty (on Special Title Series), it is not absolutely required that extramural peer-reviewed funding is obtained, assuming that there is unequivocal demonstration of excellence in areas considered appropriate for the position and necessary to the department's mission.

**Associate to Full Professor:** The criteria below are considered in promotion and tenure decisions for clinicians and physicists with primary service and teaching responsibilities. Generally, promotion will require a sustained level of outstanding service to the university, region, nation, and discipline resulting in at least a national reputation for excellence. In addition, the creation of new knowledge relevant to the discipline is required, as measured by some of the criteria outlined below, although at a considerably more advanced level than that for promotion to Associate Professor. For these faculty (on Special Title Series), it is not absolutely required that extramural peer-reviewed



funding is obtained, assuming that there is unequivocal demonstration of excellence in areas considered appropriate for the position and necessary to the department's mission, with a level of accomplishment that argues strongly for promotion to full rank.

### Service

Objective evidence of clinical productivity, e.g. number of patient encounters, RVU's, number of patient referrals from outside the university, number of patient consultations, etc.

Significant administrative responsibilities within UK with evidence of accomplishment

Evidence of excellence in professional services to local community and public at large

Successful tenure as officer in international, national, regional, or state professional organization

Establishment of new clinical program(s)

Significant contributions to the growth and development of existing clinical program(s)

Significant contributions to new, expanding, or complex patient care systems

Development of new or unique administrative contributions to health care delivery, education, or research activities within the department

Advancement of the teaching of clinical medicine that improves patient care

Provision of an essential element of clinical care, clinical research, or administration within the department

Provision of an essential element of a core service within the department, e.g. core laboratory, statistical, or administrative services

Service on a major governmental commission, task force, or board

Service as program chair or in a similar position at a national or international meeting

Chair of a major committee or officer of a national or international professional, service or research organization, e.g. RTOG, AAPM, etc.

Service on major UK / UKHC Committees, especially as chair

Service as an officer in the Faculty Senate

Organizer of state, regional, national, or international conference or symposium

Service as a consultant at national and international levels

### Instruction, Teaching, Education

Outstanding teaching performance as evidenced by measures such as peer and student evaluation and student / learner outcomes

Outstanding direction of graduate research or creative activity that is validated by peers

Selection for a departmental, university, or professional society outstanding teacher award

Outstanding service over time as director of residency program

Successful tenure as course leader for departmental-based course, e.g. radiobiology, medical physics

Service on doctoral research committess, particularly as Chair

Receipt of external grant support for teaching / learning projects

Invitation to teach at domestic or international institution(s) of recognized excellence

Receipt of awards or other recognition for research or academic performance by the faculty member's student/resident

Placement of graduate students/residents into significant academic, scholarly, or professional positions  
Significant contributions to the professional development of students / residents, e.g. student advisor  
Outstanding performance as an advisor of professional students.  
Receipt of on a competitive basis internal funding for teaching  
Successful participation at teaching workshops and/or institutes

#### Research / Scholarly Activity

Successful development of an independent and focused research program, supported by extramural funding, with evidence of impending or actual significant publications or other scholarly output (Associate Professor)  
Maturation of the research program and a continued record of research excellence with at least national, and preferably international, recognition (Professor)  
Publications in leading refereed journals, with volume and quality as important measures, e.g. # of publications, first author publications, senior author publications, and impact factor analyses of journals in which publications appear  
Published abstracts when peer-reviewed prior to acceptance, although these are of minimal significance in relation to peer-reviewed publications  
Non-peer-reviewed publications when invited based on the faculty member's expertise, when published in established and recognized journals, although these are of less significance than peer-reviewed publications, book chapters, etc.  
Co-investigator within a successful research program with significant extramural funding  
Inventor or co-inventor of patented ideas, knowledge, etc within the context of the faculty member's UK faculty appointment  
Receipt of major extramural research award for significance of research  
Frequent citation of publications  
Publication of scholarly book(s) by reputable publisher(s)  
Service as editor or member of editorial board of a major journal  
Regular service to high quality peer-reviewed journals as manuscript editor  
Membership on national study sections  
Service as member of a review panel for national research organization  
Presentation of papers at high quality peer-reviewed meeting(s)  
Presentation of paper(s) at Plenary Session of high quality peer-reviewed meeting(s)  
Receipt of significant external peer-reviewed funding for research  
Significant publication and/or funding resulting from collaborative efforts with researchers in other fields where the faculty member occupies a substantial role in the research  
Publication of chapter(s) in scholarly book(s)  
Editing of a scholarly book  
Publications in non-refereed but widely recognized journals

### **Tenable Title Series: Basic / Translational Research Faculty**

These faculty members will generally be on the Regular Title Series.

#### **Assistant to Associate Professor**

Promotion to Associate Professor will generally require successful development of an independent and focused research program, supported by sufficient extramural, peer-reviewed funding to support their research program, with evidence of impending or actual significant publications or other scholarly output. Creation of new knowledge relevant to the discipline is required, as measured by some of the criteria outlined below. Generally, promotion will require, in addition and when appropriate, a record of service to the university and discipline and teaching accomplishment appropriate for position and distribution of effort.

#### **Associate to Full Professor**

Promotion to Full Professor will generally require strong evidence of maturation of the research program supported by sufficient and, preferably, continuous extramural, peer-reviewed funding, a continued record of research excellence, and at least national, and preferably international, recognition. Creation of new knowledge relevant to the discipline is required, as measured by some of the criteria outlined below. Generally, promotion will require, in addition and when appropriate, a record of service to the university and discipline and teaching accomplishment appropriate for position and distribution of effort.

#### Research / Scholarly Activity

- Successful development of an independent and focused research program, supported by extramural funding, with evidence of impending or actual significant publications or other scholarly output (Associate Professor)
- Maturation of the research program and a continued record of research excellence with at least national, and preferably international, recognition (Professor)
- Publications in leading refereed journals, with volume and quality as important measures, e.g. # of publications, first author publications, senior author publications, and impact factor analyses of journals in which publications appear
- Published abstracts when peer-reviewed prior to acceptance, although these are of minimal significance in relation to peer-reviewed publications
- Non-peer-reviewed publications when invited based on the faculty member's expertise, when published in established and recognized journals, although these are of less significance than peer-reviewed publications, book chapters, etc.
- Co-investigator within a successful research program with significant extramural funding
- Inventor or co-inventor of patented ideas, knowledge, etc within the context of the faculty member's UK faculty appointment
- Receipt of major extramural research award for significance of research
- Frequent citation of publications
- Publication of scholarly book(s) by reputable publisher(s)
- Service as editor or member of editorial board of a major journal
- Regular service to high quality peer-reviewed journals as manuscript editor
- Membership on national study sections

Service as member of a review panel for national research organization  
Presentation of papers at high quality peer –reviewed meeting(s)  
Presentation of paper(s) at Plenary Session of high quality peer –reviewed meeting(s)  
Receipt of significant external peer-reviewed funding for research  
Significant publication and/or funding resulting from collaborative efforts with  
researchers in other fields where the faculty member occupies a substantial role in the  
research  
Publication of chapter(s) in scholarly book(s)  
Editing of a scholarly book  
Publications in non-refereed but widely recognized journals

#### Instruction, Teaching, Education

Outstanding teaching performance as evidenced by measures such as peer and student  
evaluation and student / learner outcomes  
Outstanding direction of graduate research or creative activity that is validated by peers  
Selection for a departmental, university, or professional society outstanding teacher  
award  
Outstanding service over time as director of residency program  
Successful tenure as course leader for departmental-based course, e.g. radiobiology,  
medical physics  
Service on doctoral research committess, particularly as Chair  
Receipt of external grant support for teaching / learning projects  
Invitation to teach at domestic or international institution(s) of recognized excellence  
Receipt of awards or other recognition for research or academic performance by the  
faculty member's student/resident  
Placement of graduate students/residents into significant academic, scholarly, or  
professional positions  
Significant contributions to the professional development of students / residents, e.g.  
student advisor  
Outstanding performance as an advisor of professional students.  
Receipt of on a competitive basis internal funding for teaching  
Successful participation at teaching workshops and/or institutes

#### Service

Objective evidence of clinical productivity, e.g. number of patient encounters, RVU's,  
number of patient referrals from outside the university, number of patient  
consultations, etc.  
Significant administrative responsibilities within UK with evidence of accomplishment  
Evidence of excellence in professional services to local community and public at large  
Successful tenure as officer in international, national, regional, or state professional  
organization  
Establishment of new clinical program(s)  
Significant contributions to the growth and development of existing clinical program(s)  
Significant contributions to new, expanding, or complex patient care systems  
Development of new or unique administrative contributions to health care delivery,  
education, or research activities within the department

Advancement of the teaching of clinical medicine that improves patient care  
Provision of an essential element of clinical care, clinical research, or administration within the department  
Provision of an essential element of a core service within the department, e.g. core laboratory, statistical, or administrative services  
Service on a major governmental commission, task force, or board  
Service as program chair or in a similar position at a national or international meeting  
Chair of a major committee or officer of a national or international professional, service or research organization, e.g. RTOG, AAPM, etc.  
Service on major UK / UKHC Committees, especially as chair  
Service as an officer in the Faculty Senate  
Organizer of state, regional, national, or international conference or symposium  
Service as a consultant at national and international levels

**Non-Tenurable Title Series: Clinician / Physician / Clinical Physicist**

These faculty members will generally be on the Clinical Title Series.

**Assistant to Associate Professor:** The criteria below are considered in promotion and tenure decisions for clinicians and physicists with primary service and teaching responsibilities. Generally, promotion will require a sustained level of outstanding service to the university, region, and discipline resulting in at least a regional reputation for excellence. The creation of new knowledge relevant to the discipline is not specifically required, but these contributions can further strengthen the case for promotion. There should be unequivocal demonstration of excellence in areas considered appropriate for the position and necessary to the department's mission.

**Associate to Full Professor:** The criteria below are considered in promotion and tenure decisions for clinicians and physicists with primary service and teaching responsibilities. Generally, promotion will require a sustained level of outstanding service to the university, region, nation, and discipline resulting in at least a national reputation for excellence. In addition, the creation of new knowledge relevant to the discipline, measured by some of the criteria outlined below, is strongly encouraged. There should be unequivocal demonstration of excellence in areas considered appropriate for the position and necessary to the department's mission, with a level of accomplishment that argues strongly for promotion to full rank.

Instruction, Teaching, Education

Outstanding teaching performance as evidenced by measures such as peer and student evaluation and student / learner outcomes

Outstanding direction of graduate research or creative activity that is validated by peers  
Selection for a departmental, university, or professional society outstanding teacher award

Outstanding service over time as director of residency program

Successful tenure as course leader for departmental-based course, e.g. radiobiology, medical physics

Service on doctoral research committees, particularly as Chair

Receipt of external grant support for teaching / learning projects

Invitation to teach at domestic or international institution(s) of recognized excellence

Receipt of awards or other recognition for research or academic performance by the faculty member's student/resident

Placement of graduate students/residents into significant academic, scholarly, or professional positions

Significant contributions to the professional development of students / residents, e.g. student advisor

Outstanding performance as an advisor of professional students.

Receipt of on a competitive basis internal funding for teaching

Successful participation at teaching workshops and/or institutes

### Research / Scholarly Activity

- Successful development of an independent and focused research program, supported by extramural funding, with evidence of impending or actual significant publications or other scholarly output (Associate Professor)
- Maturation of the research program and a continued record of research excellence with at least national, and preferably international, recognition (Professor)
- Publications in leading refereed journals, with volume and quality as important measures, e.g. # of publications, first author publications, senior author publications, and impact factor analyses of journals in which publications appear
- Published abstracts when peer-reviewed prior to acceptance, although these are of minimal significance in relation to peer-reviewed publications
- Non-peer-reviewed publications when invited based on the faculty member's expertise, when published in established and recognized journals, although these are of less significance than peer-reviewed publications, book chapters, etc.
- Co-investigator within a successful research program with significant extramural funding
- Inventor or co-inventor of patented ideas, knowledge, etc within the context of the faculty member's UK faculty appointment
- Receipt of major extramural research award for significance of research
- Frequent citation of publications
- Publication of scholarly book(s) by reputable publisher(s)
- Service as editor or member of editorial board of a major journal
- Regular service to high quality peer-reviewed journals as manuscript editor
- Membership on national study sections
- Service as member of a review panel for national research organization
- Presentation of papers at high quality peer-reviewed meeting(s)
- Presentation of paper(s) at Plenary Session of high quality peer-reviewed meeting(s)
- Receipt of significant external peer-reviewed funding for research
- Significant publication and/or funding resulting from collaborative efforts with researchers in other fields where the faculty member occupies a substantial role in the research
- Publication of chapter(s) in scholarly book(s)
- Editing of a scholarly book
- Publications in non-refereed but widely recognized journals

### Service

- Objective evidence of clinical productivity, e.g. number of patient encounters, RVU's, number of patient referrals from outside the university, number of patient consultations, etc.
- Significant administrative responsibilities within UK with evidence of accomplishment
- Evidence of excellence in professional services to local community and public at large
- Successful tenure as officer in international, national, regional, or state professional organization
- Establishment of new clinical program(s)
- Significant contributions to the growth and development of existing clinical program(s)
- Significant contributions to new, expanding, or complex patient care systems

Development of new or unique administrative contributions to health care delivery, education, or research activities within the department

Advancement of the teaching of clinical medicine that improves patient care

Provision of an essential element of clinical care, clinical research, or administration within the department

Provision of an essential element of a core service within the department, e.g. core laboratory, statistical, or administrative services

Service on a major governmental commission, task force, or board

Service as program chair or in a similar position at a national or international meeting

Chair of a major committee or officer of a national or international professional, service or research organization, e.g. RTOG, AAPM, etc.

Service on major UK / UKHC Committees, especially as chair

Service as an officer in the Faculty Senate

Organizer of state, regional, national, or international conference or symposium

Service as a consultant at national and international levels



**STATEMENT OF EVIDENCES FOR PROMOTION & TENURE, DEPARTMENT OF RADIOLOGY**  
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The faculty in the Department of Radiology at the University of Kentucky comprises a diverse group of professionals. The Division Chiefs review faculty portfolios periodically and make recommendations for promotion to the Department Chair. Each faculty member maintains current *curriculum vitae*. Candidates for promotion & tenure, if applicable, submit a dossier that documents the scope of their work and contributions, according to their respective Title Series.

Establishing a Statement of Evidences for Promotion & Tenure will achieve the following goals & objectives:

- ✓ Outline clear expectations and specific minimal criteria for promotion for every faculty in the Department;
- ✓ Acknowledge clinically-oriented, academically-oriented, and research-oriented faculty;
- ✓ Recognize achievement and reward excellence in four domains (see Appendix: Criteria for Evaluation);
- ✓ Ensure parity in faculty promotion & tenure process.

The Department of Radiology supports three specific Title Series which the Department Chair and Division Chiefs use to guide faculty career development:

**I. Clinical Title Series (Non-tenure)**

Faculty with an appointment in this *Title Series* participates primarily in the clinical, educational and administrative activities of the Department. These activities include clinical instruction and mentoring of medical students, residents, and other health professional students. General criteria for promotion include: excellence in patient care and clinical service, teaching, and administration with an emphasis on clinician and patient satisfaction, clinical reputation, and other contributions to the medical center. Evidence of mentoring and training of residents, fellows, and medical students is required.

**II. Special Title Series (Tenure)**

Faculty with an appointment in this *Title Series* is expected to produce scholarly work in addition to participating in the clinical, educational, and administrative activities of the Department. The primary activities involve or interface with patient care, and scholarly activities involve human subjects or issues directly related to patient care (e.g., health care delivery, health policy). General criteria for promotion include: patient care and clinical service, teaching and reputation, and administration with an emphasis on development of a focused scientific identity with innovation, and an established record of scholarship evidenced by publications and presentations. Evidence of mentoring and training of residents, fellows, and medical students is required.

**III. Regular Title Series (Tenure)**

Faculty with an appointment in this *Title Series* participates primarily in research activities, and probably in education and administrative activities of the Department or University. General criteria for promotion include: development of a focused scientific identity with innovation, and an established record of scholarship evidenced by publications and presentations. Evidence of mentoring and training of residents, fellows, and medical students is required.

**IV. Appendix: Criteria for Evaluation**

Specific accomplishments in clinical service, teaching activities & reputation, administration & leadership roles, and research & scholarly activities.

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<b>CLINICAL TITLE SERIES (Non-tenure)</b>			
	<b>Assistant Professor</b> Expected	<b>Associate Professor</b> Expected	<b>Professor</b> Required
<b>Board-Certification</b>			
<b>Time in Practice</b>	0-3 years of experience	5-10 years of experience <u>and/or</u> <i>minimum</i> of 3 years as Assistant Professor	10-15 years of experience <u>and/or</u> <i>minimum</i> of 5 years as Associate Professor
<b>Clinical Service</b>	Diagnostic <u>and/or</u> interventional radiological practice  Identified as interested and competent clinician & educator; and active role in clinical teaching of medical students <u>and/or</u> residents/fellows; <i>minimum</i> of 1 medical student lecture per clerkship <u>and/or</u> <i>minimum</i> of 2 resident/fellow lectures/conferences per year; regular participation in <i>minimum</i> of 1 multidisciplinary conference	Diagnostic <u>and/or</u> interventional radiological practice  Locally and regionally recognized as dedicated and authoritative clinician & educator; and sustained active role in teaching of medical students <u>and/or</u> residents/fellows; <i>minimum</i> of 2 medical student lectures per clerkship <u>and/or</u> <i>minimum</i> of 4 resident/fellow lectures/conferences per year; regular participation in <i>minimum</i> of 1 multidisciplinary conference	Diagnostic <u>and/or</u> interventional radiological practice  Nationally recognized as outstanding clinician & educator; and sustained record of excellence; and responsibility for major components of medical student <u>and/or</u> resident/fellow academic curricula <u>and/or</u> clinical teaching; <u>and</u> development of innovative educational resources to support internal/external teaching; <u>and</u> <i>minimum</i> of 4 medical student lectures per clerkship <u>and/or</u> <i>minimum</i> of 8 resident/fellow lectures/conferences per year; regular participation in <i>minimum</i> of 1 multidisciplinary conference
<b>Teaching Activities &amp; Reputation</b>			
<b>Administration &amp; Leadership Roles</b>	Participation in <i>minimum</i> of 1 local, regional, or national professional organization; potential for leadership role/position	Director of Medical Student Clerkship, Residency Program <u>and/or</u> Fellowship Program; <u>and/or</u> Division Chief; <u>and/or</u> other defined role/position; <u>and/or</u> participation on <i>minimum</i> of 1 internal/external committee	Director of Medical Student Clerkship, Residency Program <u>and/or</u> Fellowship Program; <u>and/or</u> Division Chief; <u>and/or</u> other defined role/position; <u>and/or</u> participation on <i>minimum</i> of 2 internal/external committees
<b>Research &amp; Scholarly Activities</b>		<i>Minimum</i> of 5 abstracts as co-author; <u>and/or</u> <i>minimum</i> of 5 invited lectures; <u>and/or</u> <i>minimum</i> of 5 peer-reviewed articles as co-author; <u>and/or</u> <i>minimum</i> of 1 chapter in textbook <u>and/or</u> <i>minimum</i> of 2 invited papers as co-author; <u>and/or</u> collaborative role in <i>minimum</i> of 1 clinical trial	<i>Minimum</i> of 10 abstracts as co-author; <u>and/or</u> <i>minimum</i> of 10 invited lectures; <u>and/or</u> <i>minimum</i> of 10 peer-reviewed articles as co-author; <u>and/or</u> <i>minimum</i> of 2 chapters in textbooks as co-author; <u>and/or</u> <i>minimum</i> of 4 invited papers as co-author; <u>and/or</u> collaborative role in <i>minimum</i> of 2 clinical trials
<b>Letters of Support</b>		3 letters from clinical faculty at same/higher level; <u>and</u> 3 letters from radiology faculty at same/higher level; <u>and</u> 3 letters from radiologists from outside institutions, including former trainees	3 letters from clinical faculty at same/higher level; <u>and</u> 3 letters from radiology faculty at same/higher level; <u>and</u> 3 letters from radiologists from outside institutions, including former trainees

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<b>SPECIAL TITLE SERIES (Tenure)</b>			
	<b>Assistant Professor</b> Expected	<b>Associate Professor</b> Expected	<b>Professor</b> Required
<b>Board-Certification</b>			
<b>Time in Practice</b>	<b>0-3</b> years of experience	<b>5-10</b> years of experience <u>and/or</u> <i>minimum</i> of <b>3</b> years as Assistant Professor	<b>10-15</b> years of experience <u>and/or</u> <i>minimum</i> of <b>5</b> years as Associate Professor
<b>Clinical Service</b>	Diagnostic and/or interventional radiological practice  Locally recognized as educator and potential researcher/academician	Diagnostic and/or interventional radiological practice  Regionally recognized as established researcher/academician based on body of scholarly work and research activities as measured by new radiological observations, new methodology, <u>and/or</u> development of expertise and identity	Diagnostic and/or interventional radiological practice  Continued scholarly productivity; and recognized at regional and national level; and evidence of leadership within and outside institution; and recognized as authority in specific area(s) of interest
<b>Teaching Activities &amp; Reputation</b>	Participation in <i>minimum</i> of <b>1</b> local, regional, or national professional organization; potential for leadership role/position	Director of Medical Student Clerkship, Residency Program <u>and/or</u> Fellowship Program; <u>and/or</u> Division Chief; <u>and/or</u> other defined role/position; <u>and/or</u> participation on <i>minimum</i> of <b>1</b> internal/external committee; and moderator at <i>minimum</i> of <b>3</b> regional <u>and/or</u> national meetings; and active participation in <i>minimum</i> of <b>2</b> radiological/medical societies, committees, or programs	Director of Medical Student Clerkship, Residency Program <u>and/or</u> Fellowship Program; <u>and/or</u> Division Chief; <u>and/or</u> other defined role/position; <u>and/or</u> participation on <i>minimum</i> of <b>2</b> internal/external committees; and moderator at <i>minimum</i> of <b>5</b> regional <u>and/or</u> national meetings; and active participation in <i>minimum</i> of <b>4</b> radiological/medical societies, committees, or programs; <u>and</u> reviewer/member of editorial board of <i>minimum</i> of <b>1</b> major radiological/medical journal; <u>and/or</u> officer in <i>minimum</i> of <b>1</b> radiological/medical society/board
<b>Administration &amp; Leadership Roles</b>			
<b>Research &amp; Scholarly Activities</b>	<i>Minimum</i> of <b>3</b> abstracts as 1 <sup>st</sup> author presenter; <u>and</u> <i>minimum</i> of <b>3</b> peer-reviewed articles as 1 <sup>st</sup> or 2 <sup>nd</sup> author	<i>Minimum</i> of <b>10</b> abstracts as 1 <sup>st</sup> , 2 <sup>nd</sup> or senior author; <u>and/or</u> <i>minimum</i> of <b>10</b> invited lectures; <u>and</u> <i>minimum</i> of <b>15</b> peer-reviewed articles as 1 <sup>st</sup> , 2 <sup>nd</sup> or senior author; <u>and</u> <i>minimum</i> of <b>20</b> peer-reviewed articles as co-author; <u>and</u> <i>minimum</i> of <b>3</b> chapter in a textbook; <u>and/or</u> <i>minimum</i> of <b>3</b> invited papers as 1 <sup>st</sup> , 2 <sup>nd</sup> or senior author; <u>and</u> major grant funding from <i>minimum</i> of <b>1</b> corporation/foundation/government agency; <u>and/or</u> collaborative role in <i>minimum</i> of <b>1</b> clinical trial	<i>Minimum</i> of <b>20</b> abstracts as 1 <sup>st</sup> , 2 <sup>nd</sup> or senior author <u>and/or</u> <i>minimum</i> of <b>20</b> invited lectures; <u>and</u> <i>minimum</i> of <b>30</b> peer-reviewed articles as 1 <sup>st</sup> , 2 <sup>nd</sup> or senior author; <u>and</u> <i>minimum</i> of <b>40</b> peer-reviewed articles as co-author; <u>and</u> <i>minimum</i> of <b>6</b> invited papers in textbooks; <u>and/or</u> <i>minimum</i> of <b>6</b> invited papers as 1 <sup>st</sup> , 2 <sup>nd</sup> or senior author; <u>and</u> major grant funding from <i>minimum</i> of <b>2</b> corporation/foundation/government agencies; <u>and/or</u> collaborative role in <i>minimum</i> of <b>2</b> clinical trials
<b>Letters of Support</b>	<b>3</b> letters from clinical faculty at same/higher level; <u>and</u> <b>3</b> letters from radiology faculty at same/higher level; <u>and</u> <b>3</b> letters from radiology faculty from outside institutions	<b>3</b> letters from clinical faculty at same/higher level; <u>and</u> <b>3</b> letters from radiology faculty at same/higher level; <u>and</u> <b>3</b> letters from radiology faculty from outside institutions	<b>3</b> letters from clinical faculty at same/higher level; <u>and</u> <b>3</b> letters from radiology faculty at same/higher level; <u>and</u> <b>3</b> letters from radiology faculty from outside institutions

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**REGULAR TITLE SERIES (Tenure)**

	Assistant Professor Expected	Associate Professor Expected	Professor Required
<b>Board-Certification</b>			
<b>Time in Practice</b>	0-3 years of experience	5-10 years of experience and/or <u>minimum of 3</u> years as Assistant Professor	10-15 years of experience and/or <u>minimum of 5</u> years as Associate Professor
<b>Clinical Service</b>	Diagnostic and/or interventional radiological practice  Recognized as potential researcher/academician as evidenced by receipt of research seed grants, career development awards and/or successful competition for independent financing	Diagnostic and/or interventional radiological practice  Regionally recognized as established researcher/academician based on body of scholarly work and research activities as measured by new observations, new methodology and/or development of identity; and recipient of <u>minimum of 1</u> honor and/or award	Diagnostic and/or interventional radiological practice  Continued scholarly productivity, recognized at regional and national levels; evidence of leadership within and outside institution; and recognized as authority in specific area(s) of interest; and recipient of <u>minimum of 2</u> honors and/or awards
<b>Teaching Activities &amp; Reputation</b>	Participation in <u>minimum of 1</u> local, regional, or national professional organization; potential for leadership role/position	<u>Minimum of 1</u> defined internal role/position; and/or active participation on <u>minimum of 2</u> internal/external committees; and/or active participation on <u>minimum of 2</u> medical/ scientific societies, committees, and/or programs; and reviewer for <u>minimum of 1</u> major medical/scientific journal	<u>Minimum of 1</u> defined internal role/position; and/or active role in <u>minimum of 4</u> internal/external committees; and/or <u>minimum of 4</u> regional and/or national medical/scientific societies, committees, or programs; and/or reviewer/editorial board for <u>minimum of 2</u> major medical/scientific journals; and officer in <u>minimum of 1</u> medical/scientific society/board
<b>Administration &amp; Leadership Roles</b>	<u>Minimum of 3</u> abstracts as 1 <sup>st</sup> author presenter; and <u>minimum of 3</u> peer-reviewed articles as 1 <sup>st</sup> or 2 <sup>nd</sup> author	Major grant funding as Principal or Co-Investigator from <u>minimum of 2</u> corporations/foundations/government agencies; and/or participation in 1 multicenter trial; and <u>minimum of 10</u> abstracts as 1 <sup>st</sup> , 2 <sup>nd</sup> or senior author; and/or <u>minimum of 10</u> invited lectures; and <u>minimum of 15</u> peer-reviewed articles as 1 <sup>st</sup> , 2 <sup>nd</sup> or senior author; and <u>minimum of 20</u> peer-reviewed articles as co-author; and <u>minimum of 1</u> chapter in medical or scientific textbook; and/or 3 invited papers as 1 <sup>st</sup> , 2 <sup>nd</sup> or senior author	Principal Investigator on <u>minimum of 1</u> major grant and Co-Investigator on <u>minimum of 2</u> major grants from corporation/foundation/government agencies; and/or participation in 2 multicenter trials; and <u>minimum of 20</u> abstracts as 1 <sup>st</sup> , 2 <sup>nd</sup> or senior author; and/or <u>minimum of 20</u> invited lectures; and <u>minimum of 30</u> peer-reviewed articles as 1 <sup>st</sup> , 2 <sup>nd</sup> or senior author; and <u>minimum of 40</u> peer-reviewed articles as co-author; and <u>minimum of 3</u> chapters in medical and/or scientific textbooks; and/or 6 invited papers as 1 <sup>st</sup> , 2 <sup>nd</sup> or senior author
<b>Research &amp; Scholarly Activities</b>			
<b>Letters of Support</b>		3 letters from non-radiology faculty and/or scientists at same/higher level; and 3 letters from radiology faculty at same/higher level; and 3 scientists at same/higher level from outside institution	3 letters from non-radiology faculty and/or scientists at same/higher level; and 3 letters from radiology faculty at same/higher level; and 3 scientists at same/higher level from outside institution

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**APPENDIX: CRITERIA FOR EVALUATION**

<b>Clinical Service</b>	<b>Teaching Activities &amp; Reputation</b>	<b>Administration &amp; Leadership Roles</b>	<b>Research &amp; Scholarly Activities</b>
<p>Performance of assigned clinical activities &amp; fulfillment of clinical care responsibilities (case volume/ wRVUs, quality statistics, &amp; practice indicators)</p> <p>Provision of diagnostic <u>and/or</u> therapeutic consultations, with commendation by peers within specialty/subspecialty <u>and/or</u> by referring providers</p> <p>Establishment of new diagnostic <u>and/or</u> therapeutic services, <u>and/or</u> expansion of existing services, <u>and/or</u> innovation in clinical activities</p> <p>Participation in interdisciplinary clinical care conferences <u>and/or</u> internal seminars/symposia</p> <p>Participation in quality improvement projects, internal &amp; external</p> <p>Membership on internal or external review panels as clinical expert</p> <p>Integration of clinical activities with education &amp; research at various levels</p> <p>Evaluation by peers, internal &amp; external, for clinical excellence</p>	<p>Teaching in established programs: undergraduate university, college of medicine, post-graduate/residency or fellowship, continuing medical education, <u>and/or</u> other professional/community</p> <p>Role model <u>and/or</u> mentorship, with assessment by students, trainees, supervisors, and peers, both internal &amp; external</p> <p>Development of new curricula, new courses <u>and/or</u> innovative modification of existing courses/curricular content for rigor and excellence</p> <p>Development of teaching materials (written/video/audio/computer/web formats)</p> <p>Recipient of honors <u>and/or</u> awards for teaching (local/state/regional/national/international)</p> <p>Visiting Professorships <u>and/or</u> invited lectures (e.g., Grand Rounds)</p> <p>Presentations/seminars/lectures/workshops at local/state/regional/national/international meetings, programs, <u>and/or</u> courses</p> <p>Leadership roles in educational organizations <u>and/or</u> professional societies</p> <p>Scholarly publications related to instruction</p> <p>Internal <u>and/or</u> external funding for instruction-related projects</p> <p>Director or advisor on graduate student thesis <u>and/or</u> dissertation committees, with validation by peers</p> <p>Evaluation by students and residents, internal &amp; external, for educational excellence, as demonstrated by student satisfaction, performance &amp; outcomes</p> <p>Evaluation by peers, internal &amp; external, for educational excellence</p>	<p>Chair <u>and/or</u> participating member in departmental/institutional/ university committees, or defined role in same</p> <p>Administration of clinical services <u>and/or</u> courses, clerkships, graduate <u>and/or</u> postgraduate programs, internal &amp; external</p> <p>Administrative initiatives <u>and/or</u> innovative leadership in research, quality improvement, <u>and/or</u> training programs, internal &amp; external</p> <p>Leadership in <u>and/or</u> development of <u>and/or</u> implementation of new curricula <u>and/or</u> substantive revisions of programs, internal &amp; external (e.g., program chair)</p> <p>Leadership in specialty <u>and/or</u> subspecialty societies <u>and/or</u> professional/governmental organizations at local/state/regional/national/international level</p> <p>Advisor of undergraduate/graduate/medical/post-graduate students on curriculum <u>and/or</u> career path <u>and/or</u> placement into positions</p> <p>Evaluation by peers, internal &amp; external, for administrative/leadership excellence</p>	<p>Publishing original articles in peer-refereed journals; publishing review articles, chapters, <u>and/or</u> books</p> <p>Publishing editorials, invited papers, <u>and/or</u> scientific articles/case studies in non-peer-reviewed journals; popular writings <u>and/or</u> lay press contributions <u>and/or</u> e-journals/websites</p> <p>Frequency of citations of published work</p> <p>Reviewing manuscripts <u>and/or</u> books for major journals or publishers; editor or editorial board membership</p> <p>Presenting abstracts/invited papers in oral/poster <u>and/or</u> exhibit format at regional/national/international meetings</p> <p>Development of computer software applications <u>and/or</u> devices with or without patents</p> <p>Leadership roles in research organizations <u>and/or</u> professional societies</p> <p>Participation in study sections <u>and/or</u> grant reviews</p> <p>Extramural <u>and/or</u> intramural refereed grant funding, awarded or pending, as PI <u>and/or</u> Co-I</p> <p>Membership on internal or external review panels as research expert</p> <p>Recipient of awards for academic/research performance</p> <p>Establishment <u>and/or</u> oversight of Core Laboratory</p> <p>Diagnostic <u>and/or</u> therapeutic consultations, with commendation by peers with regard to research <u>and/or</u> scholarly projects</p> <p>Evaluation by peers, internal &amp; external, for research excellence</p>

## **Department of Surgery**

### **Statement of Evidence – Promotion and Tenure**

Mission Statement: The Department of Surgery is dedicated to providing excellence in clinical care, education, and research. Our mission is to work as a team to provide the highest quality clinical care and meet or exceed the needs of our patients and others we serve. The Department will foster the education of medical students and postgraduate trainees. In addition, we will promote an environment that will encourage intellectual contributions through research and clinical trials.

We envision a department nationally recognized for patient care, quality education, and surgery research.

#### **I. Introduction**

Department of Surgery faculty members are usually required to spend the majority of their time in clinical practice, other forms of service, and teaching. It is important that faculty members be recognized and rewarded for excellence in those activities. Scholarship is expected of all Department faculty members but will be evaluated and weighed according to the expectations of faculty as outlined in their position description and their Distribution of Effort (DOE). Promotion, as well as salary, is determined by considering clinical, education and research productivity.

Promotion, and award of tenure (if applicable), are means by which the Department of Surgery encourages, recognizes and rewards academic achievement and productivity, and strives to maintain a faculty exhibiting excellence in clinical service, education and research. 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 clinical service and patient care, teaching, research/scholarly activities and service and the continuing need for a faculty member with particular qualifications and competencies.

Faculty promotion shall be peer reviewed by the Tenured Faculty, as established by the department, with clear standards for outstanding performance of clinical and academic responsibilities that are consistent with expectations for faculty. Tenured and non-tenured faculty shall carry out their academic responsibilities as outlined in their job descriptions and DOEs. Annual evaluation procedures shall provide information for department planning, merit salary decisions, progress toward promotion and/or tenure, differential allocation of effort, and strategies for renewal or development.

#### **II. Promotion**

Promotions are not automatic but are based on merit, performance and achievement. In addition to the usual criteria of outstanding performance in clinical service and patient care, teaching, research/scholarly activity and University 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/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 clinical service and patient care, teaching, funded research activity, scholarship, and University service are of paramount consideration. The understanding between the College of Medicine and the Department of Surgery faculty in regard to the distribution of effort in the areas of clinical service, teaching, research and service must be a factor when various criteria are balanced.

Evidence of clinical service and patient care should be assessed by consideration of work relative-value units (wRVUs) and clinical competence evidenced by board certifications, medical knowledge, professional behavior and attitudes, and peer assessment related to overall clinical competence and effectiveness as a consultant. Evidence of clinical teaching skills should be assessed by clinical teaching assessment forms from students, residents, and/or fellows distributed anonymously after every clinical rotation, ratings of CME lectures, etc. Scholarship in research is highly valued by the Department and should continue to be a determinant in most appointment and promotion decisions. However, faculty members who excel in clinical care and teaching are necessary for the Department to fulfill its mission. Although clinicians are not expected to be independent investigators, they should demonstrate scholarship by collaborative research, curriculum development, or program development. Evidence of scholarship is ordinarily manifested in peer reviewed publications, published reports, textbook chapters or comparable communications. However, evidence of scholarship might also include: development of medical education materials such as syllabus materials, computer-based programs, videotapes, or some other end-product that can be evaluated; participation in clinical trials; preparation of case reports and surgery mock orals; development of board exam questions; presentation of refereed papers or posters at professional meetings; election to Fellow status in professional societies; appointments to regional, national and or/international advisory boards/committees; invited editorials or presentations at the national and international levels. The department values service in all forms, including significant participation and leadership positions in professional or University organizations and committees; demonstrated quality in advising student organizations; active participation in continuing education programs of the College; and consulting in a professional capacity, including reviewing for journals and reviewing grant proposals

### **III. Promotion versus Tenure**

Promotion is available to all department faculty members, regardless of tenure-track or non-tenure track appointment. Promotions are based on meritorious fulfillment of the faculty member's job description. Tenure, when the candidate is on a tenure track appointment, is based on overall merit, a sustained record in scholarship, and commitment to the maintenance of high standards of performance in teaching, service, and scholarship.

#### **IV. Criteria for Promotion**

##### **A. Instructor to Assistant Professor**

###### **1. Minimum experience requirements:**

- a) Terminal degree
- b) Faculty holding the M.D., D.O. or equivalent degree should be eligible for Board certification.

###### **2. Non Tenured Track-Clinical Title Series**

###### **a) 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.

###### **b) 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. Participation in clinical trials.

###### **c) Service (Direct Patient Care) -**

- (1) Potential for or demonstrated capability for clinical excellence demonstrated by opinions sought from other surgical faculty and colleagues qualified in the field and quality assurance audits within the department and division (NSQIP/CSCIP, STS, and UHC).

###### **d) Administration –**

- (1) Demonstrated successful experience in the administration of surgery, including interaction with physicians and staff as attested to by colleagues, mentors or peers.
- (2) Demonstrated satisfactory performance as an overseer of surgical technicians, nurses, and other hospital staff as attested to by colleagues, mentors or peers.
- (3) Service on Departmental committees as assigned.

###### **e) Professional Development–**

- (1) Demonstrated professional recognition as evidenced by participation or membership in professional organizations at the local level.



(2) Potential for excellence in continuing professional development in surgery as attested to by colleagues, mentors or peers and evidenced by participation or membership in professional organizations at the local level.

**3. Non-Tenured Track Title Series (Research Title Series)**

a) Instruction –

(1) Participation in department educational activities.

b) 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.

(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.

c) Administration –

(1) Service on Departmental committees as assigned.

d) Professional Development–

(1) Potential for professional recognition and scientific competence in specialty areas as evidenced by participation or membership in professional scientific organizations at local level.

**4. Tenured Track Title Series (Special Title Series)**

a) 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.

(4) Commitment to develop educational and curricular activities that interface with his/her area of responsibility.

- b) Research (Scholarly Activities)–
  - (1) Potential for successful collaborative research, such as participation in clinical trials, at the local level.
  - (2) Commitment to developing excellence at the local level, as exhibited by ongoing activities in the faculty member's primary area of emphasis or discipline training, and may be conducted in areas of integration, application, and teaching, or possibly in areas of research.
  - (3) Commitment to the development and application of original materials or other methods are additional measures of scholarly activity.
  
- c) Service (Direct Patient Care) –
  - (1) Clinical competence as demonstrated by opinions sought from other surgical faculty and colleagues qualified in the field and quality assurance audits within the department and division.
  
- d) Administration–
  - (1) Demonstrated successful experience in the administration of surgery including interaction with physicians and staff as attested to by colleagues, mentors or peers.
  - (2) Demonstrated satisfactory performance as a supervisor of surgery staff as attested to by colleagues, mentors or peers.
  - (3) Service on Department committees as assigned.
  
- e) Professional Development –
  - (1) Potential for excellence in continuing professional development in surgery 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.

**5. Tenured Track Title Series (Regular Title Series)**

- a) 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.

(4) Commitment to develop educational and curricular activities that interface with his/her area of responsibility.

b) Research (Scholarly Activities)–

(1) Potential for successful collaborative research, participation in clinical trials, 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) Should be qualified to serve on a doctoral dissertation committee.

c) Service (Direct Patient Care) –

(1) Clinical competence as demonstrated by opinions sought from other surgical faculty and colleagues qualified in the field and quality assurance audits within the department and division.

d) Administration–

(1) Demonstrated successful experience in the administration of surgery including interaction with physicians and staff as attested to by colleagues, mentors or peers.

(2) Demonstrated satisfactory performance as a supervisor of surgery staff as attested to by colleagues, mentors or peers.

(3) Service on Department committees as assigned.

e) Professional Development –

(1) Potential for excellence in continuing professional development in surgery 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 teaching or research/scholarly activities.

2. Minimum experience suggested:
  - a) Terminal degree, board certification, and satisfactory performance at the level of Assistant Professor
  - b) Basic science faculty should be qualified to sponsor a Ph.D. student and chair a doctoral dissertation committee

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 an indication of continuous improvement and achievement and regional recognition as a leader in administration, patient care, instruction, service, academic, and research endeavors. Furthermore, the individual shall have earned local or regional recognition for excellence.

b) Instruction –

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

(2) Evaluations of satisfactory or above by chairperson and division chief.

(3) Factors considered should include the following where appropriate:

(a) teaching load

(b) development of new courses

(c) development of syllabus material

(d) student sponsorship

(e) resident training

(f) courses taken to improve teaching effectiveness

(g) student evaluations

c) Research (Scholarly Activities)–

Evidence of one or more of the following:

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

(2) Presentation of research at regional, national and international scientific meetings.

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

(4) Participation in clinical trials as a co-investigator.

d) Service (Direct Patient Care) –

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

Clinical competence of the practitioner can be demonstrated by opinions sought from other surgical faculty and colleagues qualified in the field; quality publications on clinical topics; introduction of innovative advances; or service on national organizational committees.

(2) Development 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.

(3) Evaluations of satisfactory or above by chairperson and division chief. Quality assurance audits within the department and division will also be reviewed to assure excellence in patient care.

(4) Generation of wRVUs in relationship to benchmark effort.

e) Administration –

(1) Continuing 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 patient care administration in surgery as attested to by faculty and colleagues.

(3) Continuing evidence of participation in extra-departmental clinical rounds and conferences presenting surgery 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 surgery results as attested to by colleagues, peers and staff.

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

f) Professional Development –

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

**4. Non-Tenured Track Title Series (Research Title Series)**

a) Instruction –

(1) Participation in department educational activities.

(2) Capable of providing instruction to laboratory and other research staff.

- b) Research (Scholarly Activities)–
  - (1) Successful collaborative research or creative work supported through external contracts, grants or other funds and reported in peer-reviewed journals.
  - (2) Commitment to developing research excellence at the regional 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 curriculum, video materials or other methods are additional items which can be considered as scholarly activity.
- c) Administration –
  - (1) Service on Departmental committees as assigned.
- d) Professional Development–
  - (1) Professional recognition and scientific competence in specialty areas as evidenced by participation or membership in professional scientific organizations at regional level.

**5. Tenured Track Title Series (Special 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 or national recognition as a leader in administration, patient care, teaching, service, academic, and research endeavors.
- b) Instruction –
  - (1) Proven excellence as a teacher and practitioner of surgery 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) Evaluations of satisfactory or above by chairperson and peer review
  - (4) Factors considered should include the following where appropriate:
    - (a) teaching load
    - (b) development of new courses
    - (c) development of syllabus material
    - (d) student sponsorship
    - (e) resident training
    - (f) courses taken to improve teaching effectiveness

(g) student evaluations

c) Research (Scholarly Activities)–

- (1) Documentation of productive involvement or participation in scholarly activities, such as clinical studies, development of clinical techniques, educational and program development, or development of clinical practice guidelines, for example.
- (2) Evidence of substantial professional academic status and leadership on a regional or national level.

d) Service (Direct Patient Care) –

- (1) Provide significant demonstrable contributions to patient care as an expert in surgery as attested to by colleagues and peers.
- (2) Development 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) Generation of wRVUs in relationship to benchmark effort

e) Administration –

- (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 patient care administration in surgery as attested to by faculty and colleagues.
- (3) Continuing evidence of participation in outside clinical department rounds and conferences presenting surgery findings and their significance to the care of patients as attested to by colleagues, mentors or peers.
- (4) Continuing evidence of excellence as a clinician role model in the teaching of physicians and residents on the administration of care as attested to by colleagues, peers and staff.
- (5) Service on Departmental, College of Medicine and/or Hospital committees as assigned.

f) Professional Development –

- (1) Demonstrated continuing professional development in surgery as evidenced by an 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 regional and perhaps national basis.

## **6. Tenured Track Title Series (Regular Title Series)**

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.

### **a) Instruction –**

- (1) Proven excellence as a teacher and practitioner of surgery 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) Evaluations of satisfactory or above by chairperson and peer review
- (4) Factors considered should include the following where appropriate:
  - (a) teaching load
  - (b) development of new courses
  - (c) development of syllabus material
  - (d) student sponsorship
  - (e) resident training
  - (f) courses taken to improve teaching effectiveness
  - (g) student evaluations

### **b) Research (Scholarly Activities)–**

- (1) Documentation of productive involvement or participation in the scholarship of discovery (area of research).
- (2) Evidence of development of individual research program should be shown.
- (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) Extramural funding of research activities is expected.

### **c) Service (Direct Patient Care) –**

- (1) Provide significant demonstrable contributions to patient care as an expert in surgery as attested to by colleagues and peers.
- (2) Development 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) Generation of wRVUs in relationship to benchmark effort

d) Administration –

(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 patient care administration in surgery as attested to by faculty and colleagues.

(3) Continuing evidence of participation in outside clinical department rounds and conferences presenting surgery findings and their significance to the care of patients as attested to by colleagues, mentors or peers.

(4) Continuing evidence of excellence as a clinician role model in the teaching of physicians and residents on the administration of care as attested to by colleagues, peers and staff.

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

e) Professional Development –

(1) Demonstrated continuing professional development in surgery as evidenced by an 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 regional and perhaps national basis.

**C. Associate to Full Professor**

1. In addition to the above, overall evidence will include the opinions of colleagues and administrators that the individual is outstanding and has earned national recognition as evidenced by effective performance in all major areas of responsibility and excellence in at least two additional areas, including either instruction or research/scholarly activities. This rank is recognition of attainment rather than years of experience or length of appointment.

2. Minimum experience requirements:

a) Exemplary teaching experience at level of Associate Professor

b) Faculty holding the M.D., D.O. or equivalent degree should be Board certified in a primary or subspecialty

c) Basic science faculty should be qualified to sponsor a Ph.D. student and chair a doctoral dissertation committee

### 3. Non-Tenured Track - Clinical Title Series

#### a) Instruction –

- (1) Proven excellence as a teacher and practitioner of surgery 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 national levels.
- (3) Evaluations of excellent or above by chairperson and peer review.
- (4) Factors considered should include the following where appropriate:
  - (a) teaching load
  - (b) development of new courses
  - (c) development of syllabus material
  - (d) student sponsorship
  - (e) resident training
  - (f) courses taken to improve teaching effectiveness
  - (g) student evaluations

#### b) Research (Scholarly Activities)–

Evidence of one or more of the following:

- (1) Continuing evidence of research/scholarly program substantiated by publications in peer review journals.
- (2) Continuing presentation of research at regional, national and international scientific meetings
- (3) Evidence of substantial professional academic status and leadership on a national level.
- (4) Participation in clinical trials with ability to serve as a Principal Investigator.

#### c) Service (Direct Patient Care) –

- (1) Provide significant demonstrable contributions to patient care as an expert in surgery as attested to by colleagues and peers. Clinical competence of the practitioner can be demonstrated by opinions sought from other surgical faculty and colleagues qualified in the field; quality publications on clinical topics; introduction of innovative advances; or service on national organizations and committees.
- (2) Development of regional and national reputation for excellence in surgical practice as attested to by faculty and colleagues qualified in the field and quality assurance audits within the department.

- (3) Evaluations of excellent or above by chairperson and peer review.
- (4) Generation of wRVUs in relationship to benchmark effort.
- (5) Participation as a journal editor and/or editorial board member.

d) Administration –

- (1) Continuing evidence and peer recognition as an administrative and clinical physician at national levels as attested to by colleagues, mentors or peers.
- (2) Provide significant demonstrable contributions to clinical services and patient care administration in surgery as attested to by faculty and colleagues.
- (3) Continuing evidence of participation in extra-departmental clinical rounds and conferences presenting findings and their significance in the care of patients as attested to by colleagues, mentors or peers.
- (4) Continuing evidence of excellence as a clinician role model in the teaching of physicians and residents on the administration of surgical care as attested to by colleagues, peers and staff.
- (5) Service on Departmental, College of Medicine, Hospital and/or University committees as assigned.

e) Professional Development –

- (1) Demonstrated continuing professional development in surgery as evidenced by an active role in relevant professional and academic societies and organizations.
- (2) Recognition for excellence by professional societies.

**4. Non-Tenured Track Title Series (Research Title Series)**

a) Instruction –

- (1) Participation in department educational activities.
- (2) Capable of providing instruction to laboratory and other research staff.

b) Research (Scholarly Activities)–

Research and other creative activities will include, but are not limited to:

- (1) Successful collaborative research or creative work supported through external contracts, grants or other funds and reported in peer-reviewed journals.
- (2) Collaborating with faculty and other professionals inside/outside the institution to provide scientific direction and guidance on issues related to the design, conduct, and evaluation of research and other creative activities

- (3) Leading and participating in the submission of applications to appropriate extramural agencies and providing scientific and technical assistance to the college, university and community for research and other creative activities.
- (4) Commitment to developing research excellence at the national or perhaps international 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.
- (5) Participation as a journal editor and/or editorial board member.

c) Administration –

- (1) Service on Departmental committees as assigned.

d) Professional Development–

- (1) Professional recognition and scientific competence in specialty areas as evidenced by participation or membership in professional scientific organizations at national level.

**5. Tenured Track Title Series (Special Title Series)**

a) Instruction –

- (1) Proven excellence as a teacher and practitioner of surgery 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) Evaluations of excellent or above by chairperson and division chief.
- (4) Factors considered should include the following where appropriate:
  - (a) teaching load
  - (b) development of new courses
  - (c) development of syllabus material
  - (d) student sponsorship
  - (e) resident training
  - (f) courses taken to improve teaching effectiveness
  - (g) student evaluations

b) Research (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 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) Participation as a journal editor and/or editorial board member.

c) Service (Direct Patient Care) –

- (1) Provide significant demonstrable contributions to patient care as an expert in surgery as attested to by colleagues and peers.
- (2) Development 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) Generation of wRVUs in relationship to benchmark effort.

d) Administration –

- (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 patient care administration in surgery as attested to by faculty and colleagues.
- (3) Continuing evidence of participation in outside clinical department rounds and conferences presenting surgery findings and their significance in the care of patients as attested to by colleagues, mentors or peers.
- (4) Service on Departmental, College of Medicine, Hospital and/or University committees as assigned.

e) Professional Development –

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

**6. Tenured Track Title Series (Regular Title Series)**

a) Instruction –

(1) Proven excellence as a teacher and practitioner of surgery 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) Evaluations of excellent or above by chairperson and division chief.

(4) Factors considered should include the following where appropriate:

(a) teaching load

(b) development of new courses

(c) development of syllabus material

(d) student sponsorship

(e) resident training

(f) courses taken to improve teaching effectiveness

(g) student evaluations

b) Research (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 peer review journals.

(2) Individual research program should be well established.

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

(4) 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.

(5) Extramural funding of research activities is expected.

(6) Participation as a journal editor and/or editorial board member.

c) Service (Direct Patient Care) –

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

(2) Development 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) Generation of wRVUs in relationship to benchmark effort.

d) Administration –

- (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 patient care administration in surgery as attested to by faculty and colleagues.
- (3) Continuing evidence of participation in outside clinical department rounds and conferences presenting surgery findings and their significance in the care of patients as attested to by colleagues, mentors or peers.
- (4) Service on Departmental, College of Medicine, Hospital and/or University committees as assigned.

e) Professional Development –

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