

Appointment, Promotion and Tenure

Statements of Evidence

Department of Pediatrics

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<b>Table of Contents</b>	<b>Page</b>
1. Mission of the Department of Pediatrics	03
2. Consideration for Appointment, Promotion and Tenure	03
3. Expanded Definitions of Title Series	04
4. Steps toward Submission for Promotion	06
5. Definitions of Areas of Performance	07
6. Statements of evidence: Assistant to Associate Professor	10
a. Clinical Service	10
b. Instruction	11
c. Research	12
d. Administration	14
e. Non-Clinical Service	14
f. Professional Development	15
5. Statements of Evidence: Associate to Professor	16
a. Clinical Service	16
b. Instruction	17
c. Research	18
d. Administration	20
e. Non-Clinical Service	20
f. Professional Development	21

## **MISSION OF THE DEPARTMENT OF PEDIATRICS**

The Department of Pediatrics deems that a well-trained physician, researcher and/or educator provides the exemplary leadership needed to influence and impact the families and communities in the Commonwealth of Kentucky. We work together to provide the highest quality of comprehensive and coordinated care for children and families.

The Department upholds the missions of both the College of Medicine and UK Healthcare, and is committed to achieving the goals and objectives set forth:

- The mission of the College of Medicine is to promote a diverse and inclusive environment that provides excellence in education, equitable health care and transformative research to improve the health and wellness of Kentuckians and beyond.
- UK HealthCare is committed to the pillars of academic health care—research, education and clinical care. Dedicated to the health of the people of Kentucky, we will provide the most advanced patient care and serve as an information resource. We will strengthen local health care and improve the delivery system by collaborating with community hospitals and physicians.

## **CONSIDERATION FOR APPOINTMENT, PROMOTION AND TENURE**

1. As part of an academic medical center, it is expected that each faculty will demonstrate excellence in clinical instruction (where time is allocated and applicable) and have convincing evidence of success in other areas of emphasis as outlined in their *Distribution of Effort (DOE)*: scholarship, research, administrative work, etc.
2. To be considered for promotion and tenure, all faculty members must meet the terms outlined in their letters of appointment (or reappointment) consistent with the Departmental Statements of Evidence.
3. The Statements of Evidence serve as a guide for faculty members to achieve personal and University goals. It is expected that all faculty will work toward the advancement of their professional development.
4. Faculty members are not necessarily expected to meet all milestones or all DOE categories; however, overall activities should meet or exceed departmental milestones for appointment, promotion or tenure.
5. Faculty appointments in the Department of Pediatrics are made in the clinical title series (non-tenure track) or in tenure track eligible positions (Special Title or Regular Title Series). The focus differs among Title Series.

## **EXPANDED DEFINITIONS OF TITLE SERIES**

Clinical Title Series (non-tenure eligible): Clinical service metrics, quality, clinical teaching, scholarly work. Faculty in the Clinical title series are expected to have service mainly focused on clinical practice, service to clients or patients, and experiential training of students of the profession. Clinical title series is not a tenure eligible appointment, and this appointment does not necessarily include research or creative work. Expectations for excellence should align with areas of assignment on the DOE.

Special Title Series (tenure-eligible): Scholarly work and education beyond clinical/bedside instruction, clinical service metrics, and quality. Faculty in the Special Title Series are expected to have service mainly focused in instruction, service categories and scholarly activities as specified in the faculty's DOE. Special title series is a tenure track appointment. Expectations for excellence should align with areas of assignment on the DOE.

Regular Title Series (tenure-eligible): Scholarly work including federal grant funding toward independent research, beyond clinical/bedside instruction, clinical service and quality metrics. Faculty in the Regular title series are expected to have service in the following areas: teaching, advising and other instructional activities; research or other creative activity; and service to the institution, the profession and the public. Regular title series is a tenure track appointment. Expectations for excellence should align with areas of assignment on the DOE.

Research Title Series (non-tenure eligible) Faculty in the Research title series are expected to have service focused only on participation in research. These faculty are not permitted to have any regularly scheduled teaching or service assignments. The majority of faculty in the Research title series will participate in team science research. Research title series is not a tenure eligible appointment. Expectations for excellence should align with areas of assignment on the DOE, with the notable exception that these faculty are not expected to have attained independence in research or creative work, but rather show evidence of continuous improvement and contributions in research or other creative activity.

In general, reputation by rank is as follows:

- Assistant Professor – Local achievements and renown
- Associate Professor – Regional achievements and renown
- Full Professor – National/International achievements and renown

The following table defines local, regional, or national reputation. Regional definition is subdivided into rankings. **Progressive rankings indicate progressive expansion of regional reputation.**

	Clinical Title Series	Regular or Special Title Series
Local	Within division	Within College of Medicine
Regional	(1) Outside of Division, within Department (2) Outside of Department (3) Outside of College of Medicine	Beyond COM/ UK Healthcare system
National	Outside of Kentucky	Outside of Kentucky

**Exceptions** to use of Department policies and definitions may be made on a case-by-case basis by the Department Chair with the agreement of the Division Chief. Such expectations need to be clearly indicated in the offer letter from the Chief/Chair.

This exception recognizes that individual faculty members may have unique contributions or circumstances that may need to be taken into account on a case-by-case basis, for example, faculty working as nocturnalists, or faculty with essentially no ability to undertake any academic activities (administrative, scholarly, educational).

**Title series changes cannot occur.** However, a faculty is eligible to apply for a new position in a new Title series at any time. The faculty member will be considered for appointment to a new title series position per the usual Department and College procedures. There is no “time clock” limitations on applying to new title series positions.

**Submission for promotion.** While promotion is not based on time in position, submission for promotion earlier than 5-6 years in rank is unusual but may be considered with Departmental support by the Faculty member, Division Chief, the Academic Oversight Committee, Chair, and Department APT committee.

## **Steps toward Submission for Promotion in the Department of Pediatrics**

1. Career Development Committees (CDCs) and/or Division Chiefs will assess faculty accomplishments based on the metrics stated in the Statements of Evidence and whether these accomplishments are consistent with DOE and title series.
2. CDC and/or Division Chief recommends to the Vice Chair of Faculty Affairs that faculty member may be eligible for promotion. (8 months prior to dossier submission)
3. Faculty Member prepares dossier to include:
  - a. Updated CV (UK format)
  - b. Summary Worksheet
  - c. Separate personal statements for service, instruction/teaching, and research
  - d. Teaching Portfolio and Evaluations
  - e. Scholarly/Creative Productivity
  - f. Letter Writers and Emails
4. The Academic Oversight Committee members will review the candidate's submitted documents and provide suggestions/guidance.
5. Outside letters and letters from within the university and UK healthcare are requested by Department Chair.
6. Members of the Department Appointment, Promotions and Tenure Committee will review dossier and letters and make recommendation to the Chair to move forward.
7. College of Medicine APT committee members will review dossier and vote whether the candidate's meets criteria for promotion.
8. Dean of College of Medicine sends recommendation for promotion to the University Area Wide Committee for approval by Provost.
9. Provost gives approval and notifies faculty of promotion decision.

***Department of Pediatrics***  
***Statements of Evidence for Appointment, Promotion, and Tenure***

**DEFINITIONS**

*In alignment with the College of Medicine, the following are defined with regards to the accompanying Statements of Evidence.*

**Instruction**

Instruction is defined as the act of teaching or providing education. The college recognizes that instruction may be provided through many means, including formal didactic instruction, bedside teaching while providing clinical care, laboratory or experiential instruction, and other methods such as online, podcasts, etc. Additionally, instruction may be provided to anyone including enrolled students, graduate trainees, faculty peers, and learners outside of the University.

**Scholarship**

At the College of Medicine, scholarship must have a clear societal impact. According to Boyer's model of scholarship, it should include work involving faculty expertise, peer review, and impact; scholarship of application, integration, and teaching; and criteria for unpublished scholarship, which must be public, amenable to critical appraisal, measurable and in a form that enables its use by other members of the scholarly community.

**Written Scholarship**

Written publications in high-quality outlets will only improve the reputation of the UK College of Medicine and UK HealthCare. Therefore, faculty will be recognized for the publication of first and senior author original research, chapters, reviews, and/or textbooks related to area of clinical expertise or research that are recognized as authoritative and are widely cited.

Publication as the first and senior author manuscripts demonstrate the impact of the candidate's innovation on specific research topic areas, quality of care, clinical outcomes, and/or access to care. Those publications in a group authorship will be weighted relative to the quality of the journal and new knowledge generated.

During this process, participation in meaningful clinical research is significant. The highest weight will be given to original clinical research that impacts clinical care at the national or international level. Additional weight will be given for being institutional PI as opposed to associate investigator. It is not enough merely to participate in clinical trials. Finally, it is suggested that weight be given to clinical trial recruitment and stewardship of resources as demonstrated by adherence to budgets.

**Team Science (Scholarship in collaborative research)**

As stated above, traditional indicators of research achievement (Principal Investigator status on grants, first- or senior-author status on peer-reviewed data-based journal articles) remain key indicators of achievement for independent investigators. However, these metrics may not serve as effective indicators of excellence among collaborative/team scientists whose skills, expertise and/or effort play a vital role in obtaining, sustaining, and implementing programmatic research.

Creative independent contributions to grants and manuscripts would constitute reasonable evidence for promotions and tenure for team scientists. Participation in collaborative research is highlighted by the faculty's contribution to research or program such as conception and design of the project; program evaluation; clinical support; analysis and interpretation of data; intellectual contribution to grants and manuscripts; and administrative, technical, supervisory or material support of the project. These contributions would constitute persuasive evidence for promotion and tenure.

#### Clinical Service

As an academic medical center, the UK College of Medicine and UK HealthCare revolve around patients and the expert care they are provided by our clinicians. In order to provide expert care, faculty should consider quality, access and cost. By providing expert care, faculty would achieve strong regional and national (for professor) recognition as evidenced by regional and/or national leadership roles and reputation related to the clinical field.

Statements of Evidence for Appointment, Promotion &/or Tenure: These are metrics or examples of performance provided by categories in the distribution of effort (DOE). Performance of a faculty should be strongest in alignment with the individual DOEs and Title Series.



## Statements of Evidence for Appointment, Promotion &/or Tenure

Similar metrics maybe achieved across Title Series, but differences will likely be on the number or weight of metrics achieved. For example, being a PI in a research study that has intramural or no funding maybe weighted heavily as an achievement in Clinical Title Series but not weighted as heavily in a Regular Title Series; a faculty in Regular Title Series is expected to be a PI in a research that is federally funded. In the following table examples are shown on how certain metrics maybe common or may differ across title series depending upon the areas of emphasis or categories of DOE.

<b>DOE Categories</b>	<b>Clinical Title Series</b>	<b>Special Title Series</b>	<b>Regular Title Series</b>
Clinical Service	Clinical – Patient care and quality metrics; development of new programs	Clinical – Patient care and quality metrics; development of new programs	Clinical – Patient care and quality metrics
Non-Clinical Service	Service to Department, UK Health Care, and or University usually through committee (non-clinical or non-educational) membership or leadership	Service to Department, UK Health Care, and or University usually through committee (non-clinical or non-educational) membership or leadership	Service to Department, UK Health Care, and or University usually through committee (non-clinical or non-educational) membership or leadership
Scholarly work	Manual, manuscripts, video, web-based module related to clinical area of expertise	Publications in Peer-Reviewed Journals; invited participation or leadership in regional or national scientific programs; Co-I or PI in research programs; Grant awards intramural and external; Ad hoc or permanent Member or Chair of Grant review panel	Publications in peer- reviewed high impact journals Successful federal grant awards as PI, invited participation or leadership in regional or national scientific programs Ad hoc or permanent Member or Chair of Grant review panel at national level
Administration	Department Chair, Division Chief, Director of clinical programs, Chair of hospital or university committees, leader in regional initiatives or programs providing oversight of day to day operations	Department Chair, Division Chief, Director of clinical programs, Chair of hospital or university committees, leader in regional initiatives or programs providing oversight of day to day operations	Department Chair, Division Chief, Director of clinical programs, Chair of hospital or university committees leader in national initiatives or programs providing oversight of day to day operations
Instruction/ Education	Bedside and other clinical teaching; Program Director Clerkship, Residency, fellowship, other educational/training programs	Bedside and other clinical teaching; Program Director Clerkship, Residency, fellowship, other educational/training programs	Bedside and other clinical teaching; Program Director Clerkship, Residency, fellowship, other educational/training programs
Professional Development	Specialty and sub-Board certification; Certificate of completion for courses or degree to enhance clinical, educational expertise	Specialty and sub-Board certification; Certificate of completion for courses or degree to enhance clinical, educational expertise	Specialty and sub-Board certification; Certificate of completion for courses or degree to enhance clinical, educational expertise

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

Below are the lists of performance items or metrics by DOE categories. However, performance should be strongest in alignment with the individual's DOE. ***Please refer back to page 4 for expanded definitions and expectations of each Title Series (e.g. Clinical, Special, Regular, Research).***

### **CLINICAL SERVICE**

- Active participation in assigned clinical duties, commensurate with job description, DOE, training and experience (e.g. outpatient, inpatient, procedural, contractual) as evidenced by:
  - Number of days, weeks, or months as hospital in-service attending, days in outpatient clinic service, days in out-reach clinics, etc.
  - Volume of billed or contracted services in ambulatory or inpatient services above the national benchmark appropriate to scope of practice and practice setting based on productivity indicators such as minimum wRVUs
- Quality indicators such as access metrics (clinic wait times, length of stay), mortality metrics, complication rates, and patient satisfaction rates.
- Evaluations of patient care by peers, learners, patients, and/or staff from letters or other documentation
- Participation and or leading in the development and/or implementation of new processes or practice protocols that objectively demonstrate a measurable positive impact on patient care within UK Health care.
- Participation or leadership in development of quality care initiatives beyond local level or at least at regional level.
- Greater than local reputation for excellence in effective clinical practice, as evidenced by attestations of peers, leaders in the field
  - Recognition as a consultant through sustained referrals of patients specific to one's clinical expertise or sub-specialty beyond the local level.
- Service on regional committees developing guidelines and policies for management in area of clinical expertise.
- Invitations to speak regionally on issues related to area of clinical expertise
- Leadership roles in regional professional organizations related to clinical expertise.
- Membership on editorial boards in area of clinical expertise.
- Awards for contributions or innovation in the area of clinical expertise Influencing clinical practice

- Participation in membership or leadership role in statewide or regional Public Health Initiatives and or Committees

## **INSTRUCTION**

- Minimum of satisfactory fulfillment of teaching duties as assigned by the chair and commensurate with DOE, training and experience and evidenced by:
  - Number of students/residents/fellows directly taught by the candidate
  - Number of sessions and number of students per session
  - Setting of session (e.g. classroom, small group, bedside, etc.).
- Successful administration of major educational programs or curricula for residents, fellows or medical students as demonstrated by evaluation of teaching.
  - Teaching evaluation of instructor at the end of program/clinical rotation by learners
  - Teaching evaluation as compared to average of faculty teaching by division and by department
  - Letters of support from learners
- Participation in development, implementation and evaluation of innovative approaches to teaching methodologies and/or learner evaluation
- Successful educational program leadership such as director, residency program director, etc. as *demonstrated by the outcome of learners*:
  - Board certification pass rates of residents
  - Matching of students into excellent training programs
  - USMLE pass rates
  - In service or in-training exam scores
  - Pre and Post test results as applicable
  - Standardized test scores, etc.
- Successful educational program involvement as instructor, committee member or leader such as director, residency program director, etc. as *demonstrated by evaluation of programs* by learners or accrediting organizations.
  - Favorable formal and standardized program evaluations from learners
  - Positive student evaluation of clinical clerkship
  - ACGME survey reports and accreditation of residency program administered
  - Accreditation of a fellowship program.
- Innovative activity through development of educational unit, course, or curriculum with demonstration of student evaluations, improved learning through standardized test scores, and adoption of the program beyond the local area.
- Writing, performing, or supervising written, oral, or simulation-based exams.

- Mentorship or advising of physicians/student/resident/fellow as demonstrated by
  - abstracts, posters, presentations, publications, technique, etc.
  - learner's evaluation of mentorship
  - learner achievements
  - trainee's successful development of new skills
  - successful remediation of mentees
  - mentee's development of a national reputation, etc.
  - academic recognition, award, or other evidence of excellence achieved by a mentee of the candidate that can be clearly tied to the mentor's influence.
  - letters of support from former learners attesting to the mentoring and teaching skills of the faculty member and the importance of those skills in the former learner's success.
- Teaching awards
- Peer review and the judgment of colleagues in the department.
- Lectures, proctorships, or preceptorships for professional colleagues with objective measures or evaluation.
- Requests from other educators at local and regional level to demonstrate curriculum or request for presentations about teaching methods.
- Service in educational administration, planning, or analysis.
- Scholarly work product such as published manuscripts and or textbooks, podcasts, instructional videos, and other electronic or online educational materials on teaching methods or evaluation.

## **RESEARCH**

- Introduction, development, implementation, and evaluation of new, innovative approaches to patient care locally and development of standards for clinical quality improvement projects
- Presentations about innovations at the regional or greater level
- Sole author, co-author, or senior author of publications pertinent to specialty, including book chapters, book reviews, journal articles, editorials
- Sole author, co-author, or senior author of computer-based or audio-video materials
- Reviewer for professional journals or similar web-based resources
- Service on an editorial board for professional journal or similar web-based resource
- Exam question developer for specialty board or the NBME
- Collaborative role in clinical or health service research
- Number of podium sessions at annual regional and national meeting.

- Number of posters presented at annual regional and national meeting.
- Number of publications (peer reviewed are weighted more heavily).
- Cumulative impact factor of all peer-reviewed publications for the year.
- Intramural funding
- Contributing member of a successful research team (team science) in clinical, translational, or foundational science within UK Health Care or University
- Contributing member or leader in regional and or national research collaboration or network
- Evidence of success/excellence in research/scholarly activities as a team scientist.
  - Letters of support from the study PI or senior author of the publications indicating the specific role and contributions of the faculty member (e. g. conception and design of the project; program evaluation; clinical support; analysis and interpretation of data; intellectual contribution to grants and manuscripts; and administrative, technical, supervisory or material support of the project).
  - Team science projects letters of support should assess the faculty member's contribution as major, moderate, or minor (defined below). Contributions assessed as "major" should be considered as equivalent to first or last authorship.
    - Major: substantive input into overall design of research protocol or manuscript; regular participation in study meetings with input on a range of issues or protocol amendments; planning and directing analyses that span the breadth of the protocol.
    - Moderate: input into one or more specialist areas of a protocol or manuscript; regular participation in data collection, analysis, management, or quality control activities on a specific aspect that contributes to overall project, but without direct input into the overall project; assistance with revision/ resubmission/ rebuttal of a manuscript or project.
    - Minor: provision of critical review to sharpen a research protocol or manuscript without major substantive changes; advising only on specific issues when requested by the PI (e.g. – not regularly involved), performance of data acquisition or analysis without participation in the overall project.
  - Letters from trainees indicating the faculty member's role in their degree completion and/or position placement
  - Letters of support from faculty peers indicating the faculty member's role in team science
- Extramural funding from foundations, philanthropy, industry, and or NIH
- NIH study section participation (chair, permanent member, or ad hoc member invited).
- Participation on other regional or national panels or committees that review research and/or set research policy or guidelines

- Participation as a “team” expert for regional and national reputation (ex. college Alliances, guidelines/talks/webcasts based on expertise).
- FDA panel participation.
- Other Federal (DHHS) agency panel participation

### **ADMINISTRATION**

- Service as Chair, Division Chief, Medical Director, Director of Programs or Administrative role within the department, UK Health Care or in the University and its affiliated institutions
- Complete renovations in a particular area.
- Complete business plan for expansion (ex. new office site/new line of business).
- Expansion of Faculty in the department
- Faculty retention rate.
- Publish a state of the department annual report.
- Publish a quality and safety annual report.
- Percent faculty eligible for promotion who got promoted.
- Implementation of a mentoring program.
- Residency accreditation.
- Collaborative endeavors or programs with other departments/schools.
- Successful direction of a clinical program or clinical laboratory. Examples may include financial measures such as contribution margin, relevant accreditation, program growth, or independent awards of excellence.

### **NON-CLINICAL SERVICE EXAMPLES:**

- Serving as an officer or active member of major COM or Department of Pediatrics committees
- Serving as an officer or active member in major committees at the UK Health Care, VA hospital or other patient care-related facilities
- Serving as an officer or active member in the Faculty senate or Faculty council
- Serving as a member of the IRB or IACUC research committees
- Being an officer or an active committee or subcommittee member in a regional or state professional organization

- Being an officer or an active committee or subcommittee member in a national or international professional organization
- Serving as program chair or in a similar position at a national or international meeting
- Serving on a governmental commission, task force, or board
- Evidence of success/excellence in administration and leadership activities is provided by:
  - Letters of support from committee members or chair
  - Evidence of ascension up ranks (example: member from regional committee to national committee, committee member to chair)
  - Assignment of measurable effort to role (on DOE; maintenance of this effort year to year is evidence of success in the position)
- Editor or editorial board member of a peer reviewed journal
- Service as a peer reviewer for peer reviewed journals
- Service as an abstract reviewer for local, regional or national/international society
- Membership in non-clinical regional and national committees
- Philanthropy: Endowed chairs, Philanthropic dollars realized
- Community engagement: Outreach programs to schools
- Interaction with community groups
- Free clinics sponsored by the department

## **PROFESSIONAL DEVELOPMENT**

- Continuing medical education and/or maintenance of certification hours
- Board certification/ re-certification status
- Completion of degree related to area of expertise
- Completion of certificate in special studies in research, education, patient care
- Attendance at educational conferences of professional scientific organization

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

***Please refer back to page 4 for expanded definitions and expectations of each Title Series (e.g. Clinical, Special, Regular, Research).***

Eligibility for promotion is based on continued excellence in performance as Associate Professor and on undertaking new roles or higher levels of leadership and innovation in categories of the faculty's distribution of effort in areas of service, instruction, research, administration, and professional development. The new role or higher levels of leadership in the area of expertise leads to an academic recognition nationally internationally beyond regional reputation.

The promotion or award of tenure in tenure eligible title series will be based heavily in the faculty's establishment of independent research and scholarly productivity with their achievements resulting in recognition at the regional, national, or international level.

### **CLINICAL SERVICE**

- Active participation in assigned clinical duties, commensurate with job description, DOE, training and experience (e.g. outpatient, inpatient, procedural, contractual)
- Number of days, weeks, or months as hospital in-service attending, days in outpatient clinic service, days in out-reach clinics, etc.
- Volume of billed or contracted services in ambulatory or inpatient services above the national benchmark appropriate to scope of practice and practice setting based on productivity indicators such as minimum wRVUs
- Quality indicators such as access metrics (clinic wait times, length of stay), mortality metrics, complication rates, and patient satisfaction rates.
- Evaluations of patient care by peers, learners, patients, and/or staff from letters or other documentation
- Continued participation and advancing to leadership role in the development and/or implementation of new processes or practice protocols that objectively demonstrate a measurable positive impact on patient care within UK Health care.
- Continued participation and advancing to leadership role in development of quality care initiatives at national or international level.
- Greater than regional reputation for excellence in effective clinical practice, as evidenced by attestations of peers, leaders in the field
- Recognition as a consultant through sustained referrals of patients specific to one's clinical expertise or sub-specialty beyond the regional level.



- Service on national committees developing guidelines and policies for management in area of clinical expertise.
- Invitations to speak nationally or internationally on issues related to area of clinical expertise
- Leadership roles in national or international professional organizations related to clinical expertise.
- Membership on editorial boards in area of clinical expertise.
- National awards for contributions or innovation in the area of clinical expertise, influencing clinical practice
- Participation in membership or leadership role in national Public Health Initiatives and or Committees

## **INSTRUCTION**

- Continued fulfillment of teaching duties as assigned by the chair and commensurate with DOE, training and experience and supported by the following metrics:
  - Number of students/residents/fellows directly taught by the candidate
  - Number of sessions and number of students per session
  - Setting of session (e.g. classroom, small group, bedside, etc.
- Active participation and advancing into leadership role in development, implementation and evaluation of innovative approaches to teaching methodologies and/or learner evaluation
- Successful educational program leadership such as director, residency program director, etc. as demonstrated by the outcome of learners
  - Board certification pass rates of residents
  - Matching of students into excellent training programs
  - USMLE pass rates,
  - In service or in-training exam scores
  - Pre and Post test results as applicable
  - Standardized test scores, etc.
- Successful educational program leadership such as director, residency program director, etc. as demonstrated by the evaluation of programs by learners or accrediting organizations.
  - Favorable formal and standardized teaching evaluations from learner
  - Positive student evaluation of clinical clerkship.
  - ACGME survey reports and accreditation of program administered.
  - Accreditation of a fellowship program.
- Development of educational unit, course, or curriculum that is adopted by other programs at national level.

- Writing, performing, or supervising written, oral, or simulation-based exams.
- Mentorship or advising of physicians/student/resident/fellow as demonstrated by
  - abstracts, posters, presentations, publications, technique, etc. at scientific meetings
  - learner's evaluation of mentorship
  - learner achievements
  - trainee's successful development of new skills
  - successful remediation of mentees
  - mentee's development of a national reputation, etc.
  - academic recognition, award, or other evidence of excellence achieved by a mentee of the candidate that can be clearly tied to the mentor's influence.
  - letters of support from former learners attesting to the teaching skills of the faculty member and the importance of those skills in the former learner's success.
- Teaching awards at national level
- Peer review and the judgment of colleagues in the department.
- Lectures, proctorships, or preceptorships for professional colleagues with objective measures or evaluation.
- Requests from other educators at regional and national level to demonstrate curriculum or request for presentations about teaching methods.
- Service in educational administration, planning, or analysis.
- Scholarly work product such as published manuscripts and or textbooks, podcasts, instructional videos, and other electronic or online educational materials on teaching methods or evaluation.

## **RESEARCH**

- Introduction, development, implementation, and evaluation of new, innovative approaches to patient care locally and development of standards for clinical quality improvement projects
- Presentations about innovations at the national or greater level
- Sole author, co-author, or senior author of publications pertinent to specialty, including book chapters, book reviews, journal articles, editorials, published since promotion to Associate Professor.
- Sole author, co-author, or senior author of computer-based or audio-video materials since promotion to Associate Professor
- Reviewer for professional journals or similar web-based resources
- Service on an editorial board for professional journal or similar web-based resource
- Exam question developer for specialty board or the NBME

- Collaborative role in clinical or health service research
- Number of podium sessions at annual regional and national meeting.
- Number of posters presented at annual regional and national meeting.
- Number of publications (peer reviewed are weighted more heavily).
- Cumulative impact factor of all peer-reviewed publications for the year.
- Intramural funding
- Continuing or new extramural funding from foundations, philanthropy, industry
- Continuing or new funding from NIH (a requirement for those in the Regular Title Series)
- New grants submitted for extramural funding
- NIH study section participation (chair, permanent member, or ad hoc member invited).
- FDA panel participation.
- Other Federal (DHHS) agency panel participation
- Contributing member of a successful research team (team science) in clinical, translational, or foundational science within UK Health Care or University
- Contributing member or leader in regional and or national research collaboration or network
- Participation on other regional or national panels or committees that review research and/or set research policy or guidelines
- Editor or editorial board member of a peer reviewed journal
- Ad hoc reviewer for peer reviewed journals
- Abstract reviewer for national/international research societies
- Participation as a “team” expert for regional and national reputation (ex. college Alliances, guidelines/talks/webcasts based on expertise).
- Evidence of success/excellence in research/scholarly activities when not self-evident by the faculty holding PI funding or senior author status is provided by:
  - Letters of support from the study PI or senior author of the publications indicating the specific role and contributions of the faculty member (e. g. conception and design of the project; program evaluation; clinical support; analysis and interpretation of data; intellectual contribution to grants and manuscripts; and administrative, technical, supervisory or material support of the project).
  - Team science projects letters of support should assess the faculty member’s contribution as major, moderate, or minor (defined below). Contributions assessed as “major” should be considered as equivalent to first or last authorship, when there is substantive input into overall design of research protocol or manuscript; regular participation in study meetings

with input on a range of issues or protocol amendments; planning and directing analyses that span the breadth of the protocol.

- Letters from trainees indicating the faculty member's role in their degree completion and/or position placement
- Letters of support from faculty peers indicating the faculty member's role

## **ADMINISTRATION**

- Continuing service or new role as Chair, Division Chief, Medical Director, Director of Programs or Administrative role within UK Health Care or in the University and its affiliated institutions
- Complete renovations in a particular area.
- Complete business plan for expansion (ex. new office site/new line of business).
- Expansion of Faculty in the department
- Faculty retention rate.
- Publish a state of the department annual report.
- Publish a quality and safety annual report.
- Percent faculty eligible for promotion who got promoted.
- Implementation of a mentoring program or academic programs.
- Residency and fellowship accreditation.
- Collaborative endeavors or programs with other departments/schools.
- Successful direction of a clinical program or clinical laboratory. Examples may include financial measures such as contribution margin, relevant accreditation, program growth, or independent awards of excellence.

## **NON-CLINICAL SERVICE EXAMPLES:**

- Serving as an active member or officer of major COM or Department of Pediatrics committees
- Serving as an officer or active member on major committees at the UK Health Care, VA hospital or other patient care-related facilities
- Serving as an officer or active member in the Faculty senate or Faculty council
- Serving as a member of the IRB or IACUC research committees
- Being an officer or an active committee or subcommittee member in a national professional organization

- Serving as program chair or in a similar position at a national or international meeting
- Serving on a governmental commission, task force, or board
- Evidence of success/excellence in administration and leadership activities is provided by:
  - Letters of support from committee members or chair
  - Evidence of ascension up ranks (example: member from regional committee to national committee, committee member to chair)
  - Assignment of measurable effort to role (on DOE; maintenance of this effort year to year is evidence of success in the position)
- Membership in non-clinical national committees
- Philanthropy: Endowed chairs, Philanthropic dollars realized
- Community engagement: Outreach programs to schools
- Interaction with community groups
- Free clinics sponsored by the department

### **PROFESSIONAL DEVELOPMENT**

- Continuing medical education and/or maintenance of certification hours
- Board certification/ re-certification status
- Completion of degree related to area of expertise
- Completion of certificate in special studies in research, education, patient care
- Attendance at educational conferences of professional scientific organization