

**University of Kentucky
College of Medicine
Procedures for Appointment,
Promotion and Tenure**

August 2010

The promotion guidelines outlined in this document apply to all University of Kentucky College of Medicine faculty members appointed on or after July 1, 1999.

Table of Contents

I. Introduction	1
II. Underlying Principles.....	2
III. Overview and Faculty Structure	3
• Figure 1	
• Faculty Designations	
– Academic Basic Scientist	
– Academic Clinician/Scientist	
– Academic Medical Educator	
– Research Faculty	
– Clinical Faculty	
– Medical Educator Faculty	
– Community-Based Faculty	
IV. The Appointment Process	10
• Job Descriptions and Recruitment	
• Letter of Appointment	
• Institutional Investment in Faculty Members	
V. Faculty Evaluation and Reappointment	16
• General Guidelines	
• Ongoing Evaluation and Formal Reviews	
VI. Promotion	18
• General Considerations	
• Tenure	
• Promotion Guidelines	
• Scholarship - Definition and Measurement	
• Excellence - Definition and Measurement	
• Guidelines for Promotion by Faculty Designation	
• Titles Series -- Tables A-H	
– Academic Basic Scientist (Regular Title Series) - Table A	
– Academic Clinician / Scientist (Regular Title Series) - Table B	
– Academic Clinician / Scientist (Special Title Series) - Table C	
– Academic Medical Educator (Special Title Series) - Table D	
– Research Faculty Member (Research Title Series) - Table E	
– Clinical Faculty Member (Clinical Title Series) - Table F	
– Medical Educator Faculty Member (Adjunct Series) - Table G	
– Community-Based Faculty Member (Voluntary or Adjunct Series) - Table H	
VII. Accountable Leadership in the Appointment and Promotion Process.....	33
VIII. Conclusion and University Regulations.....	33

Introduction

Consistent with the University of Kentucky's long-standing history of excellence and continuous improvement, a group of faculty members was appointed in 1997 to investigate its promotion and tenure process. After review of the group's report and consultation with University of Kentucky College of Medicine faculty members, the Faculty Council, and the department chairs (including extended discussion at the October 1997 Chairs Retreat), Dean Emery A. Wilson established an ad hoc Task Force on Faculty Affairs in December 1997.

The Task Force on Faculty Affairs (the membership of which is noted in the Acknowledgments Section) identified issues related to faculty recruitment, appointment, retention, and advancement in the College; reviewed recent documents on appointment, promotion, and tenure completed by various College of Medicine and University of Kentucky groups; studied materials related to appointment, promotion, and tenure at other colleges and universities; and recommended modifications in the appointment, promotion, and tenure policy and procedures for the College. The Task Force report and recommendations were presented to, and accepted by, the Dean, the Council of Chairs, the College of Medicine Appointment, Promotion, and Tenure Committee, and the College of Medicine Faculty Council.

This summary document has been prepared to advise faculty members and prospective faculty members of the appointment, promotion, and tenure procedures in the College of Medicine. The document begins with foundational principles highlighting the importance of the three missions of the College and the inter-relatedness of these missions, the unique service activities provided by clinical faculty members, and the College's ongoing commitment to excellence and scholarship. The document presents the definitions of scholarship and excellence as used by the College of Medicine and emphasizes the importance of ongoing excellence and scholarship to the vitality of the College.

The procedures for faculty appointment, reappointment, promotion, and granting of tenure in the College of Medicine are outlined, and these procedures are related to the University's administrative regulations and rules as revised in 2009-2010.

Underlying Principles

The following principles provide the foundation for this document.

❖ The mission of the University of Kentucky College of Medicine has three equal and interrelated parts: education, research, and service. The success of each part of the mission is fundamental to the well-being of the entire organization. The College of Medicine's faculty structure and its policies and procedures for appointment, promotion, and tenure should flow from, and be consistent with, the mission and the strategic plan of the College.

❖ The College of Medicine is one college of the University of Kentucky. This document recognizes the supervening nature of University regulations and is intended to be consistent with those regulations. The procedures in this document are intended to govern all faculty members appointed in any basic science or clinical department of the College (with or without concurrent medical staff privileges in Chandler Medical Center). This includes full-time and part-time, salaried and unpaid, on-site and community-based faculty members.

❖ Faculty members must know the expectations for success and the process that will be used to judge whether those expectations have been met. The process used for judging faculty members should be known to them prospectively. Each department has developed the appropriate evidence for their discipline and that are indications of excellence in that discipline. Each of these Departmental Statement of Evidences (DSE) have been approved by the Provost of the University of Kentucky, and have been posted on the departmental website. The location (url) for each of these is listed at the end of this manual.

❖ Junior faculty members must be given the necessary resources, including time, to meet the guidelines for promotion. An initial investment of institutional resources is particularly important at the Assistant Professor level in tenure-possible positions, given the limited probationary period.

❖ The College supports the principle of academic freedom and the role of tenure as a means of helping to ensure academic freedom in the College setting.

❖ Scholarship and excellence are career-long commitments of a member of the academic community. Ongoing productivity throughout a career is expected. Time spent in various activities should correspond to the mission and needs of the College and the Department, the faculty workload policy, and the interests and productivity of the faculty member. Ongoing review of a faculty member's success in using allocated resources, including time, should occur. Except for bridge periods and other unusual events, research time allocated to senior faculty members should be justified on the basis of research productivity.

❖ Division chiefs, department chairs, and other administrators must be evaluated, in part, on their ability to appoint, develop, and promote faculty members who are successful.

Overview And Faculty Structure

Figure 1 provides an overview of the appointment, promotion, and tenure procedures for the College of Medicine. The College of Medicine mission forms the basis for proposed job descriptions for, and recruitment into, the College. The College of Medicine has a system of faculty designations characterized by the activities of, and expectations of, the faculty member. This designation is incorporated into the letter of appointment. Every faculty position is either tenure-eligible or contractual. Consistent with University regulations, each faculty member also is assigned to a University title series.

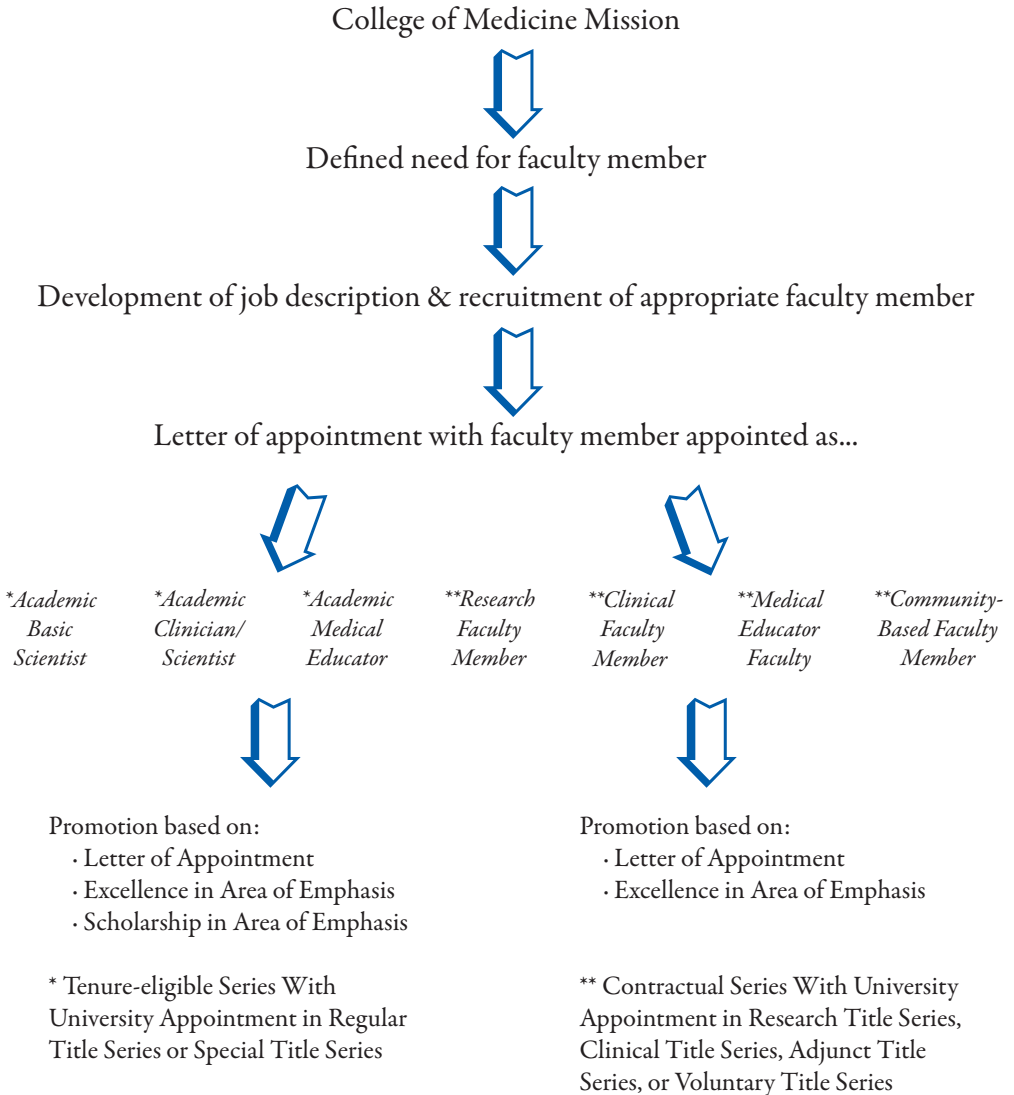
The seven faculty designations include three tenure-eligible positions: Academic Basic Scientist, Academic Clinician/Scientist, and Academic Medical Educator. The seven faculty designations also include four contractual positions: Research Faculty Member, Clinician Faculty Member, Medical Educator Faculty Member, and Community-Based Faculty Member. All of these positions are necessary and valued in the College. Differences in the designations are intended to reflect differences in areas of work and responsibilities, not differences in importance or value to the institution. The word “academic” as part of a position designation reflects the requirement that all faculty members in these positions be involved in scholarly activity and produce scholarly work, as detailed in the DSE developed by each Department in the College of Medicine.

The letter of appointment incorporates the faculty designation, the expected activities of the faculty member, the resources that the College will invest in the faculty member, and the expectations for success, including promotion, in the College. Ongoing faculty development and regular faculty review must occur. Faculty members should be evaluated in accordance with fair and consistent performance measures. All faculty members must meet the commitments stated in their letters of appointment, and must demonstrate excellence in their areas of emphasis. In addition, academic faculty members in tenure-eligible faculty designations must also meet the expectations of scholarly activity and productivity for their faculty designation and title series, as detailed in the DSE for each Department.

Throughout this document, the term “junior faculty member” is used to refer to Assistant Professors, and the term “senior faculty member” is used to refer to Associate Professors and Professors. Full-time is intended to imply full professional effort and includes nine- and 10-month appointments.

Overview of College of Medicine Procedures for Appointment, Promotion, and Tenure

Figure 1



Faculty Designations

Academic Basic Scientist

Tenure-eligible Designation

University Title Series: Regular or Special

An Academic Basic Scientist is a person who has made a full-time commitment to the University of Kentucky and whose primary area of scholarly activity is the scholarship of discovery. Academic Basic Scientists usually will have a Ph.D. degree but may have an M.D./D.O. or other terminal degree appropriate to the appointment. Most Academic Basic Scientists will be in Basic Science Departments, but an Academic Basic Scientist could be in a clinical department. Most commonly, the Academic Basic Scientist will conduct research of a basic science nature. Current National Institutes of Health (NIH) definitions of clinical research include research using human tissue; an investigator involved in this type of clinical research may be considered an Academic Basic Scientist. However, faculty members involved in clinical research using human subjects typically will not be in this designation, although they may serve as collaborators in clinical research.

The Academic Basic Scientist faculty designation is tenure-eligible and will be coupled with assignment to either the University's Regular Title Series or the Special Title Series. Most Academic Basic Scientists will be in the Regular Title Series. Occasionally, an Academic Basic Scientist may be appointed in the University's Special Title Series. For example, an administrative director of a research program appropriately might be so designated. Appointment into either the Regular or Special Title Series is associated with the expectation of the production of scholarly activity.

Academic Basic Scientists are expected to be productive in research throughout their academic careers; for senior faculty members it is expected that this productivity will be accompanied by external funding to support their research programs. In the event that a senior Academic Basic Scientist no longer has such funding or the reasonable expectation of such funding in the near future, this person's activities should be appropriately realigned with the talents and interests of the faculty member and the needs of the department and the institution. This realignment typically will include increased activities in other areas. If appropriate, the faculty member's designation and job description should change. Reassignment of title series also may be appropriate.

Faculty Designations

Academic Clinician/Scientist

Tenure-eligible Designation

University Title Series: Special or Regular

An Academic Clinician/Scientist is a person who has made a full-time commitment to the University of Kentucky; whose primary service activity involves, or interfaces with, patient care; and whose primary area of scholarly activity involves human subjects or issues directly related to patient care (health policy, health care delivery, or both). Academic Clinician/Scientists usually will have an M.D./D.O. degree, but may have a Ph.D. or other terminal degree appropriate to the appointment. Most Academic Clinicians/Scientists will be in Clinical Departments, but an Academic Clinician/Scientist could be in a Basic Science Department.

The Academic Clinician/Scientist faculty designation is tenure-eligible and will be coupled with assignment to either the University's Special Title Series or the Regular Title Series. Most Academic Clinician/Scientists will be in the Special Title Series, but an Academic Clinician/Scientist may be appointed in the University's Regular Title Series. Appointment into either the Special or Regular Title Series is associated with the expectation of the production of scholarly activity.

Academic Clinician/Scientists are expected to be productive in scholarship throughout their academic careers. Academic Clinician/Scientists for whom significant amounts of time are allocated for research are expected to be productive in research throughout their academic careers; for senior faculty members it is expected that this productivity will be accompanied by external funding to support their research programs. In the event that a senior Academic Clinician/Scientist no longer has such funding or the reasonable expectation of such funding in the near future, this person's activities should be appropriately re-aligned with the talents and interests of the faculty member and the needs of the department and the institution. This realignment typically will include increased activities in other areas. If appropriate, the faculty member's designation should change. Reassignment of title series also may be appropriate.

Faculty Designations

Academic Medical Educator

Tenure-eligible Faculty Designation
University Title Series: Special or Regular

An Academic Medical Educator is a person who has made a full-time commitment to the University of Kentucky and whose primary area of emphasis of scholarly and service activity is the education of medical, graduate, and undergraduate students, including residents or fellows. These faculty members will have a terminal degree, usually an M.D./D.O. or Ph.D., appropriate to the appointment. An Academic Medical Educator usually will be a member of a Clinical Department but may be a member of a Basic Science Department.

The Academic Medical Educator faculty designation is tenure-eligible and will be coupled with assignment to either the University's Regular Title Series or the Special Title Series. Most Academic Medical Educators will be in the Special Title Series, but an Academic Medical Educator could be appointed in the University's Regular Title Series. Appointment into either the Regular or Special Title Series is associated with the expectation of the production of scholarly activity.

Academic Medical Educators are expected to produce scholarly activity throughout their academic careers. Academic Medical Educators for whom significant amounts of time are allocated for research are expected to be productive in research throughout their academic careers; for senior faculty members it is expected that this productivity will be accompanied by external funding to support their research programs. In the event that a senior Academic Medical Educator no longer has such funding or a reasonable expectation of such funding in the near future, this person's activities should be appropriately realigned with the talents and interests of the faculty member and the needs of the department and the institution. This realignment typically will include increased activities in other areas. If appropriate, the faculty member's College of Medicine faculty role designation and job description designation should change. Reassignment of title series also may be appropriate.

Faculty Designations

Research Faculty

Contractual Faculty Designation

University Title Series: Research

A Research Faculty member is a person who has made a full-time commitment to the University of Kentucky and whose primary area of emphasis is research of either a basic science or clinical nature. Research faculty members usually have a terminal degree (M.D./D.O. or Ph.D.) appropriate to the research in which they are involved. A Research Faculty person may be a member of either a basic science department or a clinical department.

The Research Faculty designation is contractual in nature and will be coupled with assignment in the University Research Title Series. This faculty member's activities will focus almost completely on research and related activities. University regulations preclude this faculty member from participating in regularly scheduled teaching activities, but this faculty member does participate in the education activities of the department and is particularly important in graduate student education.

Clinical Faculty

Contractual Faculty Designation

University Title Series: Clinical

A Clinical Faculty member is a person, usually a physician, who has made a significant time commitment (usually full time) to the University of Kentucky and whose primary area of emphasis is the clinical practice of medicine, including medical administration. These faculty members typically have a terminal degree, usually an M.D./D.O., appropriate to their activities. A Clinical Faculty person is usually a member of a clinical department.

The Clinical Faculty designation is contractual in nature and will be coupled with assignment in the University's Clinical Title Series. This faculty member's efforts will focus heavily on patient care and related activities. Clinical Faculty members frequently participate in teaching activities, particularly in the clinical instruction of medical students, residents, and other health professions students.

Faculty Designations

Medical Educator Faculty

Contractual Faculty Designation
University Title Series: Adjunct

A Medical Educator Faculty member is a person who has made a significant time commitment to the University of Kentucky and who primarily is involved in the education of medical, graduate, and undergraduate students, including residents and fellows. These activities may include medical education administration. A Medical Educator may be a member of a clinical or a basic science department.

The Medical Educator Faculty designation is contractual in nature and will be coupled with assignment in the University Adjunct Series. The University of Kentucky is considering development of a Lecturer Series for faculty members. If this series is developed, it may be an appropriate series for these faculty members.

Community-Based Faculty

Contractual Faculty Designation
University Title Series: Voluntary or Adjunct

A Community-Based Faculty member is a person, usually a physician, whose primary professional work is conducted outside the University but who has made a commitment of time to teaching, service, or other activity in the College of Medicine. These faculty members usually are involved in educating medical students, residents, and health professions students in clinical settings external to the University's facilities, but they also may be involved in medical administration, clinical research, health policy, etc. A Community-Based Faculty person is usually a member of a clinical department.

The Community-Based Faculty designation is contractual in nature. These faculty members usually are assigned to the University's Voluntary Series but may have Adjunct Series appointments.

The Appointment Process

A first step toward establishing a strong and successful faculty community is to recruit and appoint outstanding faculty members. The mission of the College has three equal and interrelated parts: education, research, and service, with the provision of health care to the commonwealth of Kentucky as a fundamental service activity. Because the success of all three missions is crucial to the organization, faculty members should be appointed in a variety of capacities designed to meet the goals of the College.

Job Descriptions and Recruitment

In general, before a faculty member is recruited, a job description should be developed. This job description should evolve from the mission and strategic plan of the College and the Department. The job description should reflect the anticipated activities and expectations of the faculty member and the resources that will be invested in this faculty member. The faculty designation should be included in the job description.

Faculty searches and recruitment should be based on the job description that has been developed. Several faculty designations are in tenure-eligible positions. Faculty members who will be in tenure-eligible positions (whether currently tenured or not) will be expected to devote their full professional efforts to the University. Most contractual faculty members, except for Community-Based Faculty members, devote their full professional efforts to the University. All faculty members are expected to demonstrate excellence in their professional activities. In addition, faculty members in tenure-eligible designations are expected to produce scholarship as part of their academic roles. The Departmental Statement of Evidences describes the types of scholarship that are germane to discipline and that exemplify excellence.

Several faculty designations correspond to long-term contractual positions, usually of a full-time nature, with the College. These positions are not eligible for tenure. These positions are appropriate for excellent researchers, clinicians, and educators who are enthusiastic about participating in the academic environment but do not wish to pursue tenure; faculty members in jobs that reflect primarily a service role, including most administrative roles, and do not have a requirement of scholarly productivity; participants in certain clinical, educational, and research programs that are essential to the institutional mission and projected to be limited in duration. In addition, all secondary appointments (joint appointments) in the College of Medicine are contractual in nature.

The faculty designation of Community-Based Faculty member corresponds to a contractual relationship with the college, frequently long-term, in which the faculty member maintains his or her primary professional activities outside the college. The faculty members play a critical role in the education of medical students, make other important contributions to the mission of the college, or both.

When a Department considers a faculty appointment for an individual who is a specialist in a discipline represented in other departments or schools of the University, a proposal regarding the plan and process for promotion (and tenure, if appropriate) should be negotiated with the appropriate administrators. Optimally, the Department that best represents the faculty member's principal discipline should agree to a dual appointment; this possibility should be explored. However, these faculty members may be hired into a faculty position that is or may be tenured without a dual appointment in the Department of the faculty member's principal discipline.

All faculty members should be allowed and encouraged to teach within the limits allowed by University regulations. All faculty members should be encouraged to participate in appropriate College of Medicine, Hospital, and Kentucky Medical Services Foundation (KMSF) committees. The academic community benefits from full participation of all faculty.

Letter of Appointment

A letter of appointment should be completed for, and signed by, every new faculty member before he/she begins work at the College of Medicine. The letter of appointment will come from the Department Chair and also will be approved and signed by the Dean or the Dean's designate.

The letter of appointment should include a description of the prospective faculty member's activities and also the faculty designation and University Title Series. The letter of appointment should include the College and departmental expectations of the faculty member and a description of the resources, including time, that will be afforded to the faculty member to meet these expectations. The letter of appointment should outline the specific guidelines by which the faculty member's performance will be judged.

The appointment letter will form the basis for work assignments (Distribution of Effort [DOE] allocations). Faculty members sign the DOE document. The performance of the faculty member as judged by the guidelines in the appointment letter should form the basis for reappointment and promotion decisions.

Institutional Investment in Faculty Members

The College of Medicine is committed to working together with faculty members to advance institutional goals and the professional and personal goals of faculty members. The College recognizes the value of investing in the professional development of all faculty members. The type of investment made is dependent, in part, on the developmental stage of, and the expectations placed on, a particular faculty member.

An initial investment of significant institutional resources in a faculty member is particularly important at the Assistant Professor level in tenure-eligible positions, given the limited time available to these faculty members in which to be promoted and the requirements for promotion. Commitment to this investment of resources, including time, is particularly important for faculty members who are expected to develop and conduct independent research that is externally funded. Ongoing and careful reviews of the faculty member's success in using allocated resources, including time, must be conducted.

Institutional Investment in Junior Faculty Members

Specific discussion of institutional investment in junior faculty members who are in tenure-eligible faculty designations is warranted given the requirements for promotion and the time-limited nature of probationary periods.

Academic Basic Scientist, Academic Clinician/Scientist, and Academic Medical Educator faculty members in the University Regular Title Series are expected to demonstrate scholarship in a research area; demonstrate excellence across the areas of research, service, and teaching; and have an expanding national reputation in their areas of expertise. Faculty members in the Regular Title Series usually are involved in the scholarship of discovery (research). The Departmental Statement of Evidences provides information regarding the specific evidences of scholarship that are germane to each discipline. There is an expectation that Regular Title Series faculty members will develop individual research programs that generate their own external funding. Clearly, junior faculty members who will be judged by these expectations must have certain preparatory training, and the institution must make a significant initial investment in their careers.

No faculty member should be appointed to one of these designations in the Regular Title Series without research training or experience adequate to prepare that person to succeed in the assigned position. Post-doctoral experiences may be desirable for some basic scientists. Fellowships with significant research training, or other extensive research training, are probably necessary for clinical faculty members. If an otherwise promising applicant does not have this training, ap-

pointment in an alternative position for a defined period of time should be considered. This appointment may allow the faculty member the opportunity to gain skills that will be necessary for success.

Academic Basic Scientist, Academic Clinician/Scientist, or Academic Medical Educator faculty members appointed in the Regular Title Series must devote most of their time to research.

Early in the faculty member's career, this research time should be financed by the institution or the department as an investment in the faculty member. For faculty members conducting basic science research, this time allocation should be no less than 75 percent during year's one through three of a six-year probationary period. For faculty members conducting clinical research, this time allocation also should be no less than 75 percent during year's one through three of a six-year probationary period. However, recognizing that clinical service activities may be a synergistic and necessary part of clinical research, the 75 percent time allocated to research may include a portion of time (up to 25 percent of the total 100 percent allocated faculty time) allocated to clinical duties, as long as those clinical duties directly relate to the faculty member's research activities. For faculty members conducting educational or administrative research, this time allocation should be no less than 75 percent during years one through three of a six-year probationary period. However, recognizing that educational or administrative activities may be a synergistic and necessary part of educational or administrative research, the task force proposes that this 75 percent time allocated to research may include a portion of time (up to 25 percent of the total 100 percent allocated faculty time) allocated to educational or administrative duties, as long as those duties directly relate to the faculty member's research activities.

These time commitments should be reflected in the faculty member's DOE. If this degree of institutional investment is not available, or is not appropriate for the position, the faculty member should not be appointed in the Regular Title Series.

Faculty members in the Regular Title Series also must demonstrate excellence in teaching and service activities before they are promoted to the Associate Professor level (see discussion of promotion later in this document). However, these activities should not require more than 25 percent of the junior faculty member's time during the first three years of a six-year probationary appointment. These activities may be carried out in increasing amounts during the last three years of a probationary appointment so that the faculty member can demonstrate excellence and scholarship in these areas as well.

To be promoted, Academic Basic Scientist, Academic Clinician/Scientist, and Academic Medical Educator faculty members appointed into the University's Special Title Series must demonstrate excellence in their areas of emphasis, meet specific requirements of their letters of appointment, and be involved in scholarly activity with production of scholarly work in their areas of emphasis. College of Medicine promotion expectations for ALL faculty members in tenure-possible positions (regardless of University Title Series) include the production of scholarly work. The Departmental Statement of Evidences provides information regarding the specific evidences of scholarship that are germane to each discipline and each Title Series.

Faculty members in designations in the Special Title Series may conduct their scholarship in the area of discovery (research), but more frequently their scholarly activity will be in areas of integration, application and teaching. Certain types of clinical research, the development of clinical techniques, educational and program development, policy research, and development of clinical practice guidelines are a few examples. In addition, and distinct from the expectations of most faculty members in the Regular Title Series, it is expected that the scholarly activity of faculty members in the Special Title Series will include ongoing activities, apart from research, in the faculty member's primary area of emphasis (usually clinical patient care, education, health policy, administration). As a result, faculty members in the Special Title Series need specific time allocated toward pursuit of their scholarly activities, but the overlap between their service or teaching activities and their scholarship is such that less time need be reserved solely for scholarly activity.

Junior faculty members in the first three years of a probationary period in a Special Title Series position should be allocated a minimum of 25 percent time to conduct scholarly activity. This 25 percent time allocation should be specifically devoted to activities designed to produce the scholarly activity in their areas of emphasis (e.g., collaborative research, production of new and innovative clinical techniques, experimental curricula) rather than routine work activities in their areas of emphasis. It is expected that ongoing allocation of this amount of time devoted to scholarly activity should continue throughout the probationary period, with increasing expectations of productivity.

Junior faculty members appointed in the Special Title Series may be expected to devote a greater percentage of their time to service and teaching activities in the first three years of their probationary appointment than faculty members in the Regular Title Series. However, most of these activities should directly relate to the faculty member's area of emphasis and should be performed in limited amounts. Teaching and service commitments should increase with the faculty member's time in the institution.

Institutional Investment in Senior Faculty Members

Faculty members recruited to the College of Medicine at a senior faculty level frequently will need institutional investment of resources, particularly time, early on. In general, these faculty members should need this investment for a shorter period of time than junior faculty members.

It is expected that all tenured faculty members will continue to be engaged in scholarly activity throughout their careers and will produce scholarly work throughout their careers, so that they may contribute to the College, University, and larger community. Periods of bridge funding and other support for senior faculty members whose research programs have dropped below necessary levels of external funding may be appropriate. However, overly lengthy periods or continued support of programs that are not reasonably anticipated to regain a necessary level of external funding is inappropriate. In such instances, reallocation of the faculty member's time and activities and institutional resources in a manner most consistent with College and Department goals should occur.

All faculty members are expected to be continually productive throughout their academic careers. Continued investment of time and resources in senior faculty members may be appropriate but will, in general, be less necessary. It is important, however, that senior faculty members, particularly at the Associate Professor level, have continued opportunities to pursue those activities necessary for promotion to the more senior levels.

Institutional Investment in Faculty Members in Contractual Positions

All faculty members must demonstrate excellence in their areas of emphasis. Achieving this goal will require ongoing faculty development opportunities for all faculty members. An ongoing dialogue between the Chair and all members of a Department about the best way to meet the departmental and institutional needs and to achieve a faculty member's personal and academic goals is necessary. These discussions should contribute to decisions about the allocation of time and other resources, including professional development resources, to faculty members in contractual positions. This discussion is particularly important for junior faculty members in the formative years of their careers.

Faculty Evaluation and Reappointment

General Guidelines

Faculty members are reappointed to the College on a yearly basis. In general, the job description should not change markedly from year to year. Stability of job description will allow faculty members the best opportunity to succeed in the career tracks for which they have been recruited and appointed. A statement of reappointment is required for all reappointments. If there are significant changes in a job description or expectations of a faculty member, a letter of reappointment, similar in scope to the letter of appointment, should be generated.

On occasion, it may be necessary to change the responsibilities of a faculty member to meet institutional and patient care needs. The Chair should minimize any such changes wherever possible. If such changes are necessary, they should not be made in a way that makes it more difficult for that faculty member to meet the promotion guidelines of the faculty designation and assigned title series without the faculty member's consent. In the latter scenario, an appropriate change in the faculty member's faculty designation, title series, or both should be considered. If a job description changes in such a way that it may change assigned title series and promotion guidelines, this description must be forwarded to the appropriate area committee for review and approval.

The letter of appointment should form the basis of faculty evaluation and decisions about reappointment. All faculty members should receive regular and constructive feedback. Feedback should include verbal and written comments from the Chair (or Chair's designate) to each faculty member on an ongoing basis. The emphasis should be based on total academic performance. It may include, but should not be limited to, information about financial productivity.

Junior faculty members should be evaluated by the Department Chair (or designate) at least annually. More frequent communication may be appropriate. University-mandated two- and four-year reviews must occur. The two-year and four-year reviews should be performed jointly by the Department Chair and senior faculty members or by a representative group of senior faculty members. This will allow for an improved quality of feedback, especially in departments in which the chair may have a different focus of interest than the faculty member.

The third-year annual review of a junior faculty member must include specific consideration of the appropriateness of the faculty designation and title series given the work in which the faculty member is engaged and the expectations of the faculty member as articulated in the letter of appointment or reappointment. The focus of this specific consideration is on the consistency between these

elements, not on whether the faculty member is succeeding. If this review suggests that the faculty designation, the title series, or both are inappropriate to the work and expectations of the position, strong consideration should be given to bringing these elements in line with each other. This may include changing the faculty member's faculty designation, title series or both.

Changes between tenure-eligible University Title Series (i.e., Regular Title Series and Special Title Series) should not occur after the third year in the probationary period and cannot occur after the fourth year in the probationary period. This rule is necessary to ensure that an adequate track record for the demonstration of excellence and scholarship in the faculty member's area(s) of emphasis can be established for the promotion and tenure committee.

If a review concludes that a faculty member is unlikely to achieve tenure, this finding should be communicated to the faculty member. The faculty member and his or her chair should consider the options to continuing in the tenure-eligible position. These options may include changing faculty designation and changing title series designation, among others. Changes among faculty designations and title series are appropriate only when the faculty member clearly is meeting requirements for successful promotion in that area.

Promotion

General Considerations

The following guidelines for promotion are formulated to acknowledge the desirability of diversity in the faculty as well as the need for excellence and scholarly activity to maintain the academic standards and status of the institution. As part of an academic medical center, the College of Medicine fulfills missions in education, research, and service, with patient care as a unique and significant service role. The College requires committed and excellent faculty members in a broad range of disciplines. Faculty appointments in the College of Medicine are based on potential for and evidence of academic accomplishment. Over the course of their careers, faculty members may become eligible for promotion to higher rank on the basis of distinctive contributions, as determined by guidelines appropriate to their background and training and their academic and professional responsibilities. However, faculty members may be crucially important and valued contributors to the institution without necessarily aspiring to, or attaining, a tenured position or the rank of full professor in either a tenure track or contractual track position.

Academic Tenure

Tenure is traditionally given to academic faculty members achieving senior faculty status after a successful probationary period that includes demonstration by the faculty members that they are likely to succeed and contribute to the institution on a long-term basis. The tenure policy exists primarily to ensure the continuation of an atmosphere of academic freedom. The University of Kentucky is committed to a tenure system, and this document is consistent with that commitment.

Academic tenure will be associated with promotion to the rank of Associate Professor in any of the tenure-eligible faculty designations (Academic Basic Scientist, Academic Clinician/Scientist, and Academic Medical Educator). The awarding of tenure is a serious step for the College and the faculty member, and is not based merely on time in service. In addition to the requirements noted above for promotion, tenure is awarded to individual faculty members upon evidence of the capacity and likelihood of continued intellectual, scholarly, and professional vitality; upon evidence of the ability and willingness to perform assigned duties; upon demonstration of a strong commitment to the College and the University; and upon evidence of a sense of responsibility and dedication to make the continuing exemplary performance of duties a reasonable expectation. The Departmental Statement of Evidences provides information regarding the

expectations in each Department for achievement of intellectual, scholarly, and professional vitality.

A faculty member may change from a tenure-eligible faculty designation to a contractual faculty designation at any time, with the concurrence of his or her Chair. A faculty member who has not previously been in a tenure-eligible designation may change from a contractual designation to a tenure-eligible designation, with the concurrence of his or her Chair and the Dean or Dean's designate. Because of University restrictions on movement between title series, great thought should be given to this process at the time of appointment.

Promotion Guidelines

For promotion, all faculty members are expected to meet the terms outlined in their letter of appointment (or reappointment). These terms should be consistent with the faculty designation and university title series to which they are assigned, and with the Departmental Statement of Evidences as detailed for each title series.

For promotion, Academic Basic Scientist, Academic Clinician/Scientist, and Academic Medical Educator faculty members in the University Regular Title Series must demonstrate scholarly activity in research; excellence in research, teaching, and service; and an enlarging national presence related to their academic activities. For promotion, Academic Basic Scientist, Academic Clinician/Scientist, and Academic Medical Educator faculty members in the University Special Title Series must meet the terms of their letters of appointment and demonstrate excellence in their areas of emphasis; in the College of Medicine, demonstration of this excellence includes the expectation of scholarship in the faculty member's area of emphasis.

For promotion, Researcher, Clinician, and Medical Educator faculty members must meet the terms outlined in their letters of appointment (or reappointment). These terms should be consistent with the university title series to which they are assigned. In addition, these faculty members must demonstrate excellence in their areas of emphasis. Scholarly productivity is not mandated for promotion of faculty members in contractual positions (unless specified in a letter of appointment); however, scholarly productivity may be a demonstration of excellence.

This document provides the definitions of scholarship and excellence in use in the College of Medicine. It also provides examples of scholarship and excellence. The document presents guidelines for appointment and promotion to various academic levels for the various faculty designations.

Guidelines for promotion should be included in any letter of appointment and should, with the letter of appointment, serve as the basis for faculty evaluation, reappointment, and promotion decisions for an individual faculty member. Department chairs and College administration are responsible for assuring that there is consistency among promotion expectations for those appointed to a particular faculty designation.

Definition of Scholarship

Scholarship relates to an intellectual and creative synthesis or analysis that leads to new knowledge or different insights, processes, and approaches. Given the complexity of the academic environment and the great diversity of talent within the College of Medicine faculty, it is imperative that the various kinds of academic work be recognized through a broad vision of scholarship. The individual Departmental Statement of Evidences provides examples of the scholarship germane to each of the sub disciplines represented in departments. A broad and dynamic definition of scholarship is one incorporating the categories of teaching, research, and service. Such a definition of scholarship brings legitimacy to the full scope of academic work. We subscribe to the following definitions of scholarship as adapted from Ernest L. Boyer's document *Scholarship Reconsidered: Priorities for the Professorate*.

Scholarship of Discovery - comes closest to the meaning of "research." Scholarship of discovery contributes not only to the inventory of human knowledge, but also to the intellectual climate of the College of Medicine. Scholars engaged in discovery ask, "What is to be known; what is yet to be found?"

Scholarship of Integration - gives meaning to collecting isolated facts and synthesizing them into a new perspective. Scholarship of integration means making connections across disciplines, placing specialties in a larger context, and illuminating data in a revealing way. Scholarship of integration seeks to interpret, draw together, and bring new insight to bear on original research and is closely related to the discovery of new information. Scholarship of integration also means interpretation, fitting one's own research or the research of others into larger intellectual patterns. Those engaged in discovery ask, "What is to be known; what is yet to be found?" Those engaged in integration ask, "What do the findings mean?" or "How can these findings be combined in a new or unique fashion?"

Scholarship of Application - is the application of knowledge to deal with consequential problems. In clinical medicine, application of scholarship is tied directly to one's special field of knowledge and relates to, and flows directly out of, this professional activity. Such scholarship of service is serious, demanding

work, requiring the rigor and the accountability traditionally associated with research activities. New intellectual understandings can arise out of the very act of application, whether in medical diagnosis, treatment, shaping of public policy, etc.

Scholarship of Teaching - recognizes that the work of academic faculty members becomes consequential only as it is understood by others. Teaching both educates and entices future scholars. Teaching is also a dynamic endeavor involving all of the analogies, metaphors, and images that build bridges between the teacher's understanding and the student's learning. A scholarly teacher stimulates active, not passive, learning and encourages students to be critical, creative thinkers with a capacity to go on learning after completing their formal education.

Measures of Scholarship

Measures of scholarship include evidence of capacity to persuade, influence, or inspire. Regardless of the type of scholarship, it should possess the qualities of excellence, capability for review by peers, and dissemination in the public domain.

In the broadest sense, demonstration of scholarship takes place when a faculty member (1) questions assumptions, (2) takes risks by testing new hypotheses, and (3) disseminates ideas and findings to colleagues who critically evaluate the substance and implications of the scholarly work and its impact on the profession.

The scope of this definition clearly encompasses more than the research publication that, to date, has been typically offered as evidence of scholarship. Although publications in peer-reviewed journals, monographs, meeting proceedings, and peer-critiqued grant proposals will continue to provide prominent evidence of scholarly activity, an expanded concept of scholarship is becoming more commonplace and should receive recognition in the promotion and tenure decision process. Such evidence may consist of publication, or similar communications for areas in which publication is not possible or appropriate. For example, documentation in teaching could consist of a widely used text or videotape. Documentation of research productivity is evidenced by publications in scientific journals. In service, such documentation could consist of published clinical reviews, reports of innovative treatment, editorials, or authorship of special reports by major commissions or committees concerning health-related issues. Although no single form of documented achievement in scholarship need be presented to achieve promotion, there must be tangible evidence of scholarship by any of a variety of objective measures.

Excellence

Excellence relates to a quality of performance or product. This quality is of sufficient magnitude to satisfy the expectation for promotion in any faculty designation. In some instances, measures used to describe excellence will be the same as those used to describe scholarship. In other instances, the measures will be related but different.

Measures of Excellence

Demonstration of excellence sufficient to satisfy the judgment of the faculty member's peers, Department, and the College of Medicine Appointment, Promotion, and Tenure (APT) Committee will be based on at least one of the following. Excellence must be demonstrated in an objective way. Examples of how this excellence may be demonstrated are included in this section. These examples are not intended to be prescriptive or restrictive.

Research: Documentation of excellence is based on research presentations and publications. However, it must be clear that the quality of research is evidenced by innovation in published research, by the significance of the problems addressed, and by the opinions of outside reviewers, rather than by a simple compilation of lengthy bibliographies. The College of Medicine APT Committee will ordinarily will discount publications in journals that are known not to employ referees before publication. Success in obtaining continued grant support after peer review may represent meaningful documentation.

Teaching: Evidence for excellence in teaching may be the design and delivery of superior courses for either predoctoral or postdoctoral students. Evidence should include favorable evaluations by these students and Department or College of Medicine teaching awards. Peer review and the judgment of the members of the department will be given more weight in the evaluation of teaching than in other areas of excellence that are more easily documented. Nevertheless, anecdotal reports of outstanding ability in teaching will not by themselves suffice to establish this criterion. Widespread use of teaching materials developed by the faculty member, requests to demonstrate curricula, and presentations about teaching methods may demonstrate excellence.

Service: Excellence in clinical service will include extensive participation in patient care, and also may be manifested by recognition as a consultant through referrals of significant numbers of patients, by provision of unusual types of service not otherwise available in the region, by the organization of new types of patient care programs, and by other clinical services in addition to routine supervisory assignments. Measures of patient and referring physician satisfaction may demonstrate excellence.

Educational administration, planning, or analysis is to be considered as a contribution to service. Creditable service also may involve direction of a clinical laboratory, direction of clinical programs considered to be of benefit to the entire College of Medicine, important assistance with departmental or University administration, or educational administration, planning, or analysis of educational programs. Holding offices in national or state professional societies, service on commissions or editorial boards, or other forms of outside recognition of general contributions to the profession are evidence of professional service by the faculty member.

Although credit toward promotion will be accorded to members of the academic faculty who make exceptional contributions through administrative activities, administrative functions are a part of academic life, and some participation is expected of all faculty members. Extraordinary contributions associated with senior administrative responsibilities may carry considerable weight in the promotion and tenure process.

One criterion of excellence that may apply, but should not be considered a primary criterion, is time-in-grade, which is a consideration to the degree that consistency of performance is a favorable indication.

Guidelines for Promotion

Tables A-H outline guidelines for promotion by faculty designation. These tables are to be used in concert with the definitions and examples of scholarship and excellence detailed above. If the number of faculty members affected is anticipated to be remarkably small (e.g., Academic Basic Scientist, Special Title Series), a table is not included. The individual faculty member in these roles, or recruited to these roles, should discuss guidelines with the department chair; these guidelines will be consistent with College and University rules and specifically will be outlined in the letter of appointment or reappointment. Tables A-H should be used in conjunction with the Departmental Statements of Evidences.

The departmental statements of evidences are available at <http://www.mc.uky.edu/medicine/faculty/guidelinesforpromotion.asp>

Anatomy and Neurobiology
Anesthesiology
Behavioral Science
Emergency Medicine
Family and Community Medicine
Graduate Center for Nutritional Sciences
Graduate Center of Toxicology
Internal Medicine
Microbiology, Immunology and Molecular Genetics
Molecular and Biomedical Pharmacology
Molecular and Cellular Biochemistry
Neurology
Neurosurgery
Obstetrics and Gynecology
Ophthalmology and Visual Sciences
Orthopaedic Surgery
Pathology and Laboratory Medicine
Pediatrics
Physical Medicine and Rehabilitation
Physiology
Psychiatry
Radiation Medicine
Radiology
Surgery

Academic Basic Scientist (Regular Title Series)

Assistant Professor	Associate Professor	Professor
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.	Active and effective participation in research training and in the education of medical students, graduate students, or both.	Key person in research training and active participation in the education of medical students, graduate students, or both.
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.

These guidelines are to be used in conjunction with the definitions and examples of scholarship and excellence provided in the College of Medicine Appointment, Promotion, and Tenure procedures.

Table A

Academic Clinician/Scientist (Regular Title Series)

Assistant Professor	Associate Professor	Professor
Ph.D. or several years after M.D./D.O. with important commitment to clinical research. Formal research training via fellowship or post-doctoral experience. Strong potential for independent funding. Board eligibility or certification, or equivalent.	Excellent service as Assistant Professor at UKCOM (or its equivalent elsewhere). If M.D./D.O., board certification (or equivalent) with record of excellent clinical 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 clinical research. If M.D./D.O., board certification or equivalent. Independent funding, and reasonable expectation of continued independent funding.
Important contribution to, or authorship of, refereed, substantive publications, including case reports or reviews. May be reports of basic science, clinical applications of basic science, or both.	Publication of important and original clinical research.	Continuing publication of outstanding, original, and innovative research findings, important clinical applications of basic science, or both.
Demonstrated past excellence or potential for excellence in research training, clinical training, or both and in medical student education or other teaching programs.	Active and effective participation in research training, clinical training, or both, and in medical student education or other teaching programs.	Key person in research training, clinical training, or both; active participation in medical student education or other teaching programs.
Potential for high level of clinical and scientific competence as evidenced by membership in professional organization leadership role in department, hospital, or both.	Emerging reputation within his or her field and recognition as an authority in specialty both inside and outside the UK medical community; leadership role in health system; and membership in professional societies.	National and international 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. Recognition for superior accomplishments in a clinical specialty and leadership role in health system.

These guidelines are to be used in conjunction with the definitions and examples of scholarship and excellence provided in the College of Medicine Appointment, Promotion, and Tenure procedures.

Table B

Academic Clinician/Scientist (Special Title Series)

Assistant Professor	Associate Professor	Professor
Past M.D./D.O. and postgraduate training with important commitment to clinical service and academic community. Board eligibility or certification, or equivalent.	Excellent service as Assistant Professor at UKCOM (or its equivalent elsewhere) with record of excellence in clinical and academic community service and teaching. Board certification, or equivalent.	Excellent service as Associate Professor at UKCOM (or its equivalent elsewhere) with outstanding accomplishments as clinician and teacher, as well as service to academic community. Board certification, or equivalent.
<p>Evidence of a high level of clinical competence in a clinical area. Use of innovative approaches, technologies, instrumentation, or systems of patient care in a clinical discipline.</p> <p>Recognition or potential for recognition by peers and patients as an outstanding clinician. Evidence of a developing leadership role in a clinical service in health system. Active participation in local, regional, or national professional organizations.</p>	<p>Emerging regional or national reputation as a clinical authority in a clinical (generalist or specialist) field. Introduces and evaluates new, innovative approaches locally and develops standards for patient care. Has collaborative role in clinical trials or clinical investigation.</p> <p>Emerging reputation for excellence in clinical practice.</p>	<p>Development or introduction and evaluation of new approaches to patient care. Ongoing collaborative role in clinical trials or clinical investigation.</p> <p>Development of national or international reputation for excellence in clinical practice, and as an authority in a clinical field.</p> <p>Significant leadership role in provision of clinical care in health care system.</p> <p>Leadership role in professional societies, with active participation in development of the societies' programs or policies. Academic recognition by award of honors by professional societies.</p>
Recognition or potential for recognition by medical students, residents, fellows, other learners, and peers for excellence in clinical teaching.	Recognition as an excellent clinical teacher at regional level. Service as role model of a practicing physician for students, residents, and fellows.	Recognition as an outstanding clinician teacher. Leadership role and significant contributions to teaching programs at local, regional, and national levels. Evidence of service as effective role model and mentor for medical students, trainees, and colleagues.
<p>Potential for scholarly communications, such as clinical observations, case reports, analytic studies, reviews, chapters, clinical manuals, and treatment guidelines.</p> <p>and/or</p> <p>Dissemination of clinical knowledge, techniques, and technologies through syllabi, video and audio learning aids, computer-based material, or professional communications.</p>	Continuing publication of important reviews, analytic studies, chapters, and educational textbooks as well as clinical observations. Scholarly activity may be demonstrated in a variety of forms including written form, audio and video learning aids, and computer-based material. Evidence that candidate has stimulated trainees and colleagues to prepare clinical papers and reviews.	Publications of major reviews, chapters, and educational text books, as well as clinical observations and analytic studies. Important impact on and participation in development of national standards for patient care. Continuing dissemination of clinical expertise in written form, by audio and video learning aids, or through computer-based material.

These guidelines are to be used in conjunction with the definitions and examples of scholarship and excellence provided in the College of Medicine Appointment, Promotion, and Tenure procedures.

Table C

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 clinical or administrative nature.	Excellent service as Assistant Professor at UKCOM (or its equivalent elsewhere) with record of excellent teaching and clinical service.	Excellent service as Associate Professor at UKCOM (or its equivalent elsewhere) with important accomplishments in teaching and clinical service.
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.
Potential for publication of clinical 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 of medicine. Publications should describe state-of-the-art clinical practice. and/or 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.	Continuing publication of clinical observations, reviews, or analytic studies in peer-reviewed journals that are recognized as authoritative and that influence the practice of clinical or administrative medicine. and/or 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.	Publication in peer-reviewed journals of analytic clinical studies, comprehensive clinical reviews, or textbooks and chapters that are recognized as exhibiting important influence on the practice of medicine nationally; may serve as editor of textbooks or journals. and/or 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.
Potential for, or evidence of, a high level of competence.	Excellent reputation inside and outside UK medical community as authority in area of expertise. This may be demonstrated by patient referrals from outside UK area, invited visiting lectureships, and membership in professional societies.	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 or hospital as well as testimonials of distinguished practitioners in same field.
<p>These guidelines are to be used in conjunction with the definitions and examples of scholarship and excellence provided in the College of Medicine Appointment, Promotion, and Tenure procedures.</p> <p style="font-size: 1.2em; font-weight: bold; color: #0056b3;">Table D</p>		

Research Faculty Member (Research Title Series)

Assistant Professor	Associate Professor	Professor
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.

These guidelines are to be used in conjunction with the definitions and examples of scholarship and excellence provided in the College of Medicine Appointment, Promotion, and Tenure procedures.

Table E

Clinical Faculty Member (Clinical Title Series)

Assistant Professor	Associate Professor	Professor
M.D./D.O., or other professional clinical degree, with important commitment to clinical service and academic community. If M.D./D.O., completion of postgraduate training required. Board eligibility or certification, or equivalent.	Excellent service as Assistant Professor at UKCOM (or its equivalent elsewhere) with significant time commitment and record of excellence in clinical and academic community service and teaching. Board certification or equivalent.	Excellent service as Associate Professor at UKCOM (or its equivalent elsewhere) with important accomplishments as clinician and teacher, as well as service to academic community. Board certification or equivalent.
Evidence of a high level of clinical competence in a clinical area. Use of innovative approaches, technologies, instrumentation, or systems of patient care in a clinical discipline. Recognition or potential for recognition by peers and patients as an outstanding clinician.	Emerging reputation as an authority in a clinical field. Introduces and evaluates new, innovative approaches locally and develops standards for patient care. Has collaborative role in clinical trials or clinical investigation.	Development or introduction and evaluation of new approaches to patient care. Ongoing collaborative role in clinical trials or clinical investigation. Development of national reputation for excellence in clinical practice, and as an authority in a clinical field.
Evidence of a developing leadership role in a clinical service in department or hospital. Active participation in local, regional, or national professional clinical organizations.	Development of greater than local reputation for excellence in clinical practice.	Significant leadership role in provision of health care. Leadership role in professional societies, with active participation in development of the societies' programs or policies. Recognition for excellence by professional societies.
Recognition or potential for recognition by medical students, residents, fellows, continuing medical education attendees, and peers for excellence in clinical teaching.	Continuing evidence of peer recognition as an excellent clinical teacher at regional level. Service as role model of a practicing physician for students, residents, and fellows.	Recognition as an outstanding clinical teacher. Leadership role and significant contributions to teaching programs at local, regional, and national levels. Evidence of service as effective role model and mentor for medical students, trainees, and colleagues.

These guidelines are to be used in conjunction with the definitions and examples of scholarship and excellence provided in the College of Medicine Appointment, Promotion, and Tenure procedures.

Table F

Medical Educator Faculty Member (Adjunct Series)

Assistant Professor	Associate Professor	Professor
Terminal degree with important commitment to teaching service. If M.D./D.O., postgraduate training.	Excellent service as Assistant Professor for a substantial time at UKCOM (or its equivalent elsewhere) with record of excellent teaching and service.	Excellent service as Associate Professor at UKCOM (or its equivalent elsewhere) with outstanding accomplishments in education.
Recognition or potential for recognition as excellent teacher for medical students, residents, graduate students, or other trainees.	Continuing excellent high-quality contributions to the teaching mission. Recognition of high quality may be available from formal peer evaluation, 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, and excellent evaluations of that teaching.	Recognition for being an outstanding educator of medical students and residents. Impact should be apparent locally and nationally as 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 also may be recognized by success or stature of trainees as determined by subsequent chiefs of service or peers.
Evidence of a high level of competence in chosen specialty.	Continued evidence of high level of competence in chosen area of emphasis with emerging regional or national reputation that may be demonstrated by referrals from outside UK area, invited visiting lectureships, and membership in professional societies.	Acknowledged leader in area of emphasis. National reputation for superior accomplishments within specialty as demonstrated by invitation to membership or fellowship in prestigious professional societies, other academic recognitions or awards, and leadership role in department or hospital, as well as testimonials, of distinguished practitioners in same field.

These guidelines are to be used in conjunction with the definitions and examples of scholarship and excellence provided in the College of Medicine Appointment, Promotion, and Tenure procedures.

Table G

Community-Based Faculty Member (Voluntary or Adjunct Series)

Assistant Professor	Associate Professor	Professor
Evidence of potential to perform as clinical instructor with important commitment to the academic mission of the UKCOM. Board eligibility or certification or equivalent, as determined by the department.	Excellent service for a substantial time as Assistant Clinical Professor at UKCOM (or its equivalent) with significant commitment to and record of excellence in clinical and academic community service and teaching. Board certification.	Excellent service as Associate Professor at UKCOM (or its equivalent) with important accomplishments as clinician and teacher, as well as contributions to academic mission. Board certification.
Involvement in teaching or mentoring of medical students, residents, and other health professional students. Recognition by medical education attendees and by peers for excellence in clinical teaching in hospital or health care setting.	Continuing involvement in UK student teaching or mentoring for a specified number of hours per year as determined by the Faculty of Medicine; continuing responsibility for residency and fellowship training programs; or both. Continuing evidence and peer recognition of being an excellent clinical teacher at regional and local levels. Recognized as role model of a practicing physician for students, residents, and fellows.	Continuing involvement in UK student teaching, mentoring or both for a specified number of hours per year as determined by the Faculty of Medicine continuing responsibility for residency and fellowship training programs, or both. Recognition as a distinguished clinical teacher of students, residents, fellows, and continuing medical education participants. May have developed innovative teaching programs at local, regional, and national levels. Evidence of service as effective role model and mentor for medical students, trainees, and colleagues.
Developing local reputation as excellent in clinical practice. Recognition by peers and patients as an outstanding clinician. May have an administrative role in health care setting or hospital. Should participate in local, regional, or national professional clinical organizations.	Development of regional reputation as excellent in clinical practice. May introduce and evaluate new, innovative approaches locally and develop standards for patient care. May have collaborative role in clinical trials or clinical investigation. May have assumed leadership role in health care setting, hospital, or regional professional organizations. May participate in programs of national societies.	National reputation for outstanding accomplishment within specialty. May have ongoing collaborative role in clinical trials or clinical investigations. May help set standards of practice. May have leadership role in provision of clinical care and support of teaching programs in hospital or health care system. May have leadership role in professional societies with active participation in development of societies' programs or policies. Academic recognition by awards or honors from professional societies.

These guidelines are to be used in conjunction with the definitions and examples of scholarship and excellence provided in the College of Medicine Appointment, Promotion, and Tenure procedures.

Table H

Accountable Leadership in the Appointment and Promotion Process

The duties of a Department Chair are varied and complex. However, it is recognized that one of the primary academic leadership duties of the Chair is to help faculty members achieve their academic career goals, resulting in mutual benefit to the Department, the faculty member, the Chair, and the College. Because promotion (and tenure) for College of Medicine faculty members rests upon demonstrating excellence and scholarship within the faculty member's title series, it is the responsibility of the Chair to ensure that recruitment of faculty members is consistent with the goals and mission of the College and the Department, and that appropriate time and support are provided to all faculty members within the scope of their job duties. Further, each faculty member's time and effort should be accurately reflected on the DOE form.

In a large department, the Chair may delegate some of this activity to others. However, the Chair retains responsibility for the success of faculty members in his or her department. The annual performance of the department chair should include measures of the success or failure rate for faculty promotion and tenure where applicable, and retention of faculty members in the department. Specifically, Chairs should be evaluated annually on how well promised resources, including time, were provided to faculty members in their departments. Furthermore, the formal performance evaluation of Department Chairs should include measures of the academic output of their faculty members, published papers and grants, clinical productivity, educational efforts, and service activities.

Conclusion

The University of Kentucky College of Medicine is an extraordinary institution with a rich history despite its relatively young age, a unique and profoundly important mission within our commonwealth, and exceptional potential. The greatest of its many strengths, is the people - faculty members, students, residents, and staff - of the College. This document will, we hope, serve as a tool to help the college achieve even greater things by improving our procedures for recruiting, appointing, evaluating, and promoting our faculty members.

University Regulations

The reader is referred to University of Kentucky Administrative Regulations regarding appointment, promotion, and tenure including AR 2:1-1, AR 2:1-2, AR 2:2-1, AR 2:2-2, AR 2:3, AR 2:4, AR 2:5, AR 2:6; Governing Regulations Part X page X 1-16.

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