

Statements of Evidence of Activity for Appointment, Promotion, and Tenure in the Division of Academic Medical Education (AME)

College of Medicine, Division of Academic Medical Education
University of Kentucky
Approved by the Faculty on November 7, 2024

The Division of Academic Medical Education is committed to advancing excellence in medical education, research, and clinical practice. Our mission is to cultivate a transformative learning environment that empowers students, residents, fellows and faculty to thrive as compassionate, skilled, and innovative healthcare professionals. Through a network of dedicated faculty members with a commitment to fostering intellectual curiosity, critical thinking, and lifelong learning, we aim to produce physicians who contribute to the well-being of individuals and communities. Guided by the principles of integrity, and professionalism, we aspire to shape the future of healthcare by embracing innovation, promoting equity, and instilling a passion for continuous improvement.

The division serves as the academic home of numerous faculty across the Commonwealth, from a variety of academic expertise, united by the common goal of providing excellence in education to improve the health and wellness of Kentuckians and beyond. Faculty in AME may be primarily affiliated with any of the College of Medicine's educational sites: Lexington, Northern Kentucky, Bowling Green, Morehead, Hazard, Ashland or Pikeville. It is expected that excellence for a given faculty member will be established through an evaluation of the quality and quantity of accomplishments using subsets of the evidences described in the categories below.

Section I: Division Policies for Appointment, Promotion, and Tenure

To be considered for promotion, all faculty members must meet the terms outlined in their letters of appointment (or reappointment) consistent with the Division Statement of Evidence. As part of an academic medical center, it is expected that each faculty member will demonstrate excellence in areas to which they have assigned effort. The following include general principles that are achievable for all members of our faculty:

1. Absence of DOE in any category does not preclude targets set for each category with the exception of Clinical service for faculty without clinical responsibilities.
 - a. Faculty may not meet all targets within a category; however, overall activities within each category should meet or exceed division milestones for appointment, promotion, or tenure.
 - b. Aside from the Voluntary Title Series and Adjunct Title Series, it is expected that all faculty will serve in some administrative role, engage in some scholarly activity, and have some educational/Instructional activities.
 - c. It is expected that all faculty will work toward the advancement of their professional development
 - d. In general, reputation by rank is as follows:
 - i. Assistant Professor- Local achievements and renown
 - ii. Associate Professor- Regional achievements and renown
 - iii. Full Professor- National/International achievements and renown

2. Exceptions to use of division policies and definitions may be made on a case-by-case basis by the division chief. Such expectations need to be clearly indicated in the offer letter from the division chief.
3. While promotion is not based on time in position, submission for promotion earlier than 5-6 years in rank is unusual, but it may be considered with departmental/divisional support by the faculty member and Division Chief.
4. Evidences are categorized as accomplishments typically achieved at the associate and full professor levels regardless of title series, although these are not exclusive categories, nor are the examples contained within. The examples contained within each category are not intended to reflect a hierarchical ordering of such evidences.
5. Faculty appointments in the Division of Academic Medical Education are made in the voluntary, adjunct, and clinical title series (non-tenure track) or in the tenure track eligible positions (Special Title or Regular Title Series).
 - a. Appointment processes are governed by the relevant administrative regulations:
 1. The Regular Title Series is covered by [AR 2:2-1](#)
 2. The Special Title Series is covered by [AR 2:4](#).
 3. The Clinical Title Series is covered by [AR 2:6](#).
 4. The Adjunct Title Series is covered by [AR 2:8](#).
 5. The Voluntary Title Series is covered by [AR 2:10](#)

Section II: Statements of Evidence for Appointment, Promotion, and Tenure in the Regular, Special, Clinical, or Adjunct Title Series

Below are lists of performance items by DOE categories. Performance should be strongest in alignment with an individual's DOE and/or title series.

Regular title series: Faculty in the Regular title series are expected to have effort in the following areas: instruction; 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.

Special title series: Faculty in the Special title series are expected to have effort mainly focused in instruction and service categories, and this assignment does not necessarily include research or creative work. Special title series is a tenure track appointment. Expectations for excellence should align with areas of assignment on the DOE.

Clinical title series: Faculty in the Clinical title series are expected to have effort 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.

Adjunct title series: Faculty in the Adjunct title series are individuals employed by a non-University agency or by the University with primary appointments in non-faculty positions, who contribute significantly to the instructional or research missions of the University.

I. Instruction

Performance of faculty members in instruction focuses on the development of effective course materials, lectures, assignments, alternative teaching methods, examinations, and clinical precepting that provide educational benefits to students. Educational activities should be content driven with measurable learning outcomes clearly stated. Examples of instructional achievements include, but are not limited to the following:

1. Number of students/residents/fellows directly taught by the candidate. Including approximate number of sessions, number of students per session, setting of session (e.g. classroom, small group, bedside, etc.).
2. Favorable formal and standardized teaching evaluations from learners.
3. Teaching awards, whether national, regional, or local and whether awarded for objective, competitive measures should be weighed.
4. Requests to demonstrate or share curriculum.
5. Presentations about teaching methods.
6. Service in educational administration, planning, or analysis.
7. Development of innovative techniques relevant to education as well as demonstrated outcomes of success.
8. Podcasts, instructional videos, and other electronic or online educational materials
9. Mentorship of physicians/student/resident/fellow with abstracts, posters, presentations, publications, technique, etc.
10. Systematically reviewing, revising, and enhancing existing courses or curricular materials
11. Leadership and development of faculty workshops
12. Leadership and development in the evaluation of teaching and learning activities (scholarship of education), including workshops, research projects, and conferences.
13. Leading faculty initiatives to enable and empower faculty to improve faculty teaching and assessment skills.
14. Leadership in state, regional, national, and international educational organizations (e.g., accreditation entities, professional associations).

Instruction	Assessment of Impact
Program development, course specification, curriculum development, education of faculty, trainees, and learners, other learning activities	Description of uptake and dissemination, including participant evaluations; acknowledgement of successful initiatives
Mentoring, counseling, or advising faculty, trainees, and learners	Sponsorship of faculty, trainees, or learners in grants, projects, programs, policies; engagement with student organizations, with documentation of positive evaluations
Visiting professorships, invited lectures	Reflection on context of meeting / conference, visibility and reach of venue, actions resulting from engagement
Conference / workshop leadership and organization	Delineation of roles and responsibilities, development of derivative impact such as publications, research projects, concepts for new curriculum development, participant evaluations
Leadership of local, regional, national, or international education organizations	Description of positions and responsibilities; roles in the development and execution of initiatives and programs

External funding	External review leading to success in obtaining private or public grant support for meetings, programs, curricula, or courses
------------------	---

II. Service, Administration, and Leadership

Faculty members who do not hold formal administrative positions (e.g., Program Director, Assistant or Associate Dean), may nevertheless, from time to time, be tasked with division, college or university administrative duties that are reflected in the formal distribution of effort (DOE). Examples of such duties include, but are not limited to, administrative service as a site director, director of medical student research, director of service learning, clinical competency committee (CCC) chair for a GME residency or fellowship, or advanced development director for a clinical department. Within their areas of responsibility, those with such administrative duties demonstrate performance by the following: providing leadership to committees; directing the unit toward the establishment of stated goals and objectives; developing and implementing appropriate assessment measures; contributing to periodic unit self-evaluations and reviews; and ensuring that the unit is compliant with relevant University regulations and policies; supporting accreditation requirements; mentoring junior faculty.

Examples of administrative and service achievements include, but are not limited to the following:

1. Active contribution to department/division, university, regional, or national committees
2. Participation in academic preparation, outreach, tutoring, pathway, mentoring, and other programs designed to support careers in medicine.
3. Administrative leadership role at the University of Kentucky.
4. Service on, or joint initiatives with, city, state, federal, or international government and non-government organizations.
5. Service on local, statewide, or national committees focused on advocacy.
6. Evidence of professional service to the local community, region, nation or beyond as a representative of the University of Kentucky.
7. Service on University, College, Department and Division committees and task forces (note whether member or chair).
8. Advisor to student organizations.
9. Service on local, regional, national or international patient advocacy organizations.
10. Service on non-research-related professional (medical and or scientific) advisory boards and consensus panels.
11. Service on ACGME, LCME, and subspecialty certification committees and boards.
12. Developing or leading outreach programs to schools or community organizations.
13. Establishing community partnerships that support medical education.

Service, Administration, and Leadership	Assessment of Impact
Committee membership or leadership	Description of role and committee accomplishments (describe explicit contributions to efforts, especially those that contributed to change); results reflecting attributable effects of the work
Strategic planning	Authoring, dissemination, or implementation of strategic plan to advance the college's mission

Recruitment, retention, and promotion of faculty, staff, trainees, and learners	Delineation of role and contributions to work to increase recruitment and retention of faculty, staff, trainees, and learners, with documentation of specific efforts and results
Developing or leading pathway programs to encourage individuals to pursue careers in the medical and health professions	Quantity, quality, and reach of programs and influence on learners
Leadership or participation in local, statewide, or federal legislative or other government-oriented initiatives	Delineation of role and contributions to development and authoring of policy and position papers; presentations, media appearances, or other engagements
Establishing community partnerships	Description of level of communication and engagement by impacted community partners, with documentation of evaluations or other recognition of impact of work
Leadership or membership in local, regional, or national initiatives/task forces	Description of responsibilities and accomplishments of the work, with documentation of public and/or scientific dissemination of the work and results
Service as journal editor, associate editor, or assistant editor, or special editions / thematic publications of non-dedicated journals	Delineation of roles and responsibilities, duration of service, impact of involvement

III. Research/Scholarly Activity

Research and scholarly activity are a vital component of academic medicine. As the division of AME strives to foster innovation and continuous improvement, we encourage faculty to share, disseminate, and contribute to advancing the medical education community.

Examples of excellence in research include, but are not limited to the following:

1. Introduction and evaluation of new, innovative approaches to medical education.
2. Presentations about innovations at the regional or greater level
3. Sole author or co-author of publications pertinent to medical education or specialty, including book chapters, book reviews, journal articles, editorials.
4. Sole author or co-author of computer-based or audio-video materials.
5. Reviewer for professional journals or similar web-based resources.
6. Active contribution to an editorial board for professional journal or similar web-based resource.
7. Exam question developer for specialty board or the NBME.
8. Submissions to the AAMC MedEd portal.
9. Collaborative role in clinical or health service research.
10. Number of podium sessions or workshops at annual national meeting.
11. Number of posters presented at annual national meeting.
12. Number of publications (peer reviewed are weighted more heavily).
13. Grants submitted (NIH, other peer reviewed, etc.).
14. Involvement in quality assurance/quality improvement activities at current healthcare entity with demonstrated outcomes of individual contributions
15. Mentoring scholarly work of medical students, residents and fellows.

Research	Assessment of Impact
Peer-reviewed journal articles	<p>Delineation of roles and responsibilities, duration and impact of involvement in activities</p> <p>Quantity and quality of articles, publications, activities and impact on field</p> <p>Recognition of impact through acknowledgements and awards (program, division, department, institution, regional, national, international)</p>
Non-peer reviewed publications	
Sole or co-author of publications, computer-based or A/V materials, MedEd portal submissions	
Exam question developer for NBME or specialty board	
Collaborative role in clinical or health service research	
Involvement in quality assurance/improvement activities	
Grant submissions	
Publication of curricula, durable educational materials, recruitment and selection practices, assessments, and other tools	
Mentoring scholarly work of medical students, residents and fellows	

IV. Professional Development

Professional development and reputation are primary criteria for appointment, promotion, and tenure, as criteria for each faculty rank are grounded in assessment of growth from local to regional to national/international renown. It is understood that many faculty accomplishments in the above categories may fulfill these criteria or may need to be augmented by additional activities. Maintenance of licensure, medical board certification or other relevant professional certification (as applicable) is a pre-requisite for employment and is considered the minimum criteria for care providers. This may include maintenance of annual CME credits, professional meeting attendance, paid memberships in professional societies. Examples of professional development achievements include, but are not limited to the following:

1. Service as a member for extramural local, regional, or national/international organization not covered above under previous sections.
2. Reviewer, editor or member of editorial board of a medical/scientific journal.
3. Media presentations or recognition attesting to reputation and professional qualifications.
4. Attendance at educational conferences of professional organization.
5. Selection for regional or national professional development activities.

Section III: Statements of Evidence for Appointment and Promotion in the Voluntary Title Series

Voluntary faculty play a vital role in teaching medical students and residents at all of the College of Medicine's educational sites. The voluntary title series is used primarily for faculty who devote part of their time to educating learners while being self-employed or holding positions with other institutions and agencies.

I. Criteria for Appointment and Promotion

Assistant Professor at the University of Kentucky (Local Recognition within AME) Appointment, reappointment or promotion to the rank of assistant professor shall be made after it has been determined that the individual has earned the terminal degree appropriate to the field of assignment as recognized by the academic discipline, has capability for excellent instruction and demonstrates potential for significant growth. Faculty newly appointed into AME who had attained a specific rank at a recognized academic institution, would typically be appointed to the same rank within AME.

Promotion for Voluntary Faculty: The Faculty of Record for AME may at any time consider the qualifications of a voluntary faculty member for promotion to higher rank. (AME documents needed: updated CV, letter from Faculty of Record supporting qualifications for promotion.)

Associate Professor at the University of Kentucky (Regional Recognition outside AME or the UK COM)

Appointment, reappointment or promotion to the rank of associate professor shall be made after a candidate has met criteria for assistant professor and has demonstrated achievements commensurate with the assignment in teaching and other instructional activities. Faculty newly appointed into AME who had attained a specific rank at a recognized academic institution, would typically be appointed to the same rank within AME.

Performance criteria to be met are dependent on the faculty's AME assignment and statements of evidence. However, in general these achievements include, but are not limited to the following:

- Outstanding teaching performance in terms of quality and quantity as evidenced by excellent evaluations by at least 15 different learners over a period of at least five years.
- Selection for a university or professional society outstanding teacher award.
- Receipt of awards for academic performance by the faculty member's students, residents or fellows.
- Service as Course/Clerkship Site Director or Residency or Fellowship Director over a period of at least five years.
- Serves as a representative on medical education (undergraduate, graduate, or biomedical), college of medicine, or university committees.
- Letters of support from course/clerkship director and residency directors indicating the specific role and contributions of the faculty member.
- Mentorship of medical students, residents or fellows in research activities.
- Leadership or service to state specialty society or subcommittee.
- Scholarly activity, such as generating new or creative curriculum that is shared in a publication, online or in educational papers; making presentations at regional conferences.

Promotion for Voluntary Faculty: The Faculty of Record for AME may at any time consider the qualifications of a voluntary faculty member for promotion to higher rank. (AME documents needed: updated CV, letter from Faculty of Record supporting qualifications for promotion.)

Professor at the University of Kentucky (National Recognition outside the state of Kentucky)

Appointment, reappointment or promotion to the rank of professor shall be made after a candidate has met criteria for associate professor and has demonstrated achievements commensurate with the assignment in teaching and other instructional activities. Faculty newly appointed into AME who had attained a specific rank at a recognized academic institution, would typically be appointed to the same rank within AME.

Performance criteria to be met are dependent on the faculty's AME assignment and statements of evidence. However, in general these achievements include, but are not limited to the following:

- Continued outstanding teaching performance in terms of quality and quantity as evidenced by excellent evaluations as an associate professor by at least 15 different learners over a period of at least five years since being appointed to Associate Professor.
- Selection for a national professional society outstanding educator award
- Course, residency and/or fellowship program evaluations at or above the school average over a period of at least five years since being appointed to Associate Professor.
- Documented enhancements to course and/or residency/fellowship programs.
- Held leadership roles or continued service on medical education (undergraduate, graduate, or biomedical), college of medicine, or university committees over a period of at least five years since being appointed to Associate Professor.
- Letters of support from course/clerkship and/or residency/fellowship directors indicating the specific role and contributions of the faculty member.
- Mentorship of learners resulting in peer-reviewed publications, abstracts, oral presentations and /or poster presentations.
- Leadership or service to national specialty society or subcommittee.
- Continued scholarly activity, such as generating new or creative curriculum that is shared in a publication, online or in educational papers; making presentations at national conferences.

Promotion for Voluntary Faculty: The Faculty of Record for AME may at any time consider the qualifications of a voluntary faculty member for promotion to higher rank. (AME documents needed: updated CV, letter from Faculty of Record supporting qualifications for promotion.)



**Statements of Evidence of Activity for Appointment,
Promotion, and Tenure**

College: College of Medicine

Unit: Academic Medical Education

Approved by Provost: Tannock, 12/6/2024