

**DEPARTMENT OF RADIATION MEDICINE
STATEMENTS OF EVIDENCES REGARDING PROMOTION**

Clinical Title Series (tenure-ineligible)

Mission

The Department of Radiation Medicine at the University of Kentucky is dedicated to offering patients the most advanced cancer care available in one convenient, supportive and comprehensive center. Excellence in our clinical practice is the framework within which we seek and achieve excellence in our educational programs in radiation oncology and medical physics. These programs are also core missions for the department. In addition, the department's ongoing commitment to research seeks to offer patients important investigative therapies. Our basic and translational research efforts are designed to develop and disseminate new knowledge on which further improvements in therapy might be based. In this regard, our goal is to be an integral part of the NCI-designated Markey Cancer Center's success in research, mentorship, and career development.

Basic Premises

Faculty members are appointed to the Clinical Title Series (non-tenure eligible) track if their primary role is clearly clinical service (>60%) of their effort reserved for clinical service and education with comparatively less effort, typically less than 20%, directed to research activity.

Decisions regarding promotion are based on thorough review and consideration of the faculty member's unique combination of strengths and accomplishments relative to their agreed upon distribution of effort and consistent with our Department's Statement of Evidences.

As part of a dynamic university medical center, radiation medicine enjoys a close relationship with a variety of specialty areas, including medical oncology, urology, gynecologic oncology, anesthesiology, diagnostic radiology, pathology, and various other surgical specialties. This multidisciplinary approach ensures excellent continuity of care and integration of services. To be considered for promotion, the faculty member must subscribe to and participate in a care model that recognizes the importance of care continuity, team orientation, and service excellence. In addition, the faculty member must meet the terms outlined in their letters of appointment (or reappointment), Distribution of Effort (DOE), and consistent with the Departmental Statement of Evidences.

Promotion is awarded based on performance, not time in rank; however, submission for promotion earlier than 5-6 years in rank is unusual and only considered for exceptional performance with departmental support and support of the Department Chair.

As part of an academic medical center, it is expected that the faculty member will demonstrate excellence in areas to which they have assigned effort (DOE). It is expected that the faculty member will also engage in appropriate professional development activities.

Service-related contributions will be considered in the promotion decision. For example, administrative responsibilities (e.g. service on Institutional Review Board) or educational contributions (e.g. program supervision such as Masters or PhD in Medical Physics) would meet this criterion. Other examples could include service on national committees, a leadership role within the UK College of Medicine, UK Healthcare, or within the larger university (e.g. University Senate, etc.)

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

In order to meet the criteria for promotion in rank, it is not expected that the faculty member will have demonstrated completion of every item listed below. These criteria serve as examples of how the candidate for promotion might demonstrate that their accomplishments meet or exceed departmental requirements for promotion in rank.

General Description of Faculty Roles and Impact on Promotion Decisions

The Department of Radiation Medicine is fortunate to have a variety of general faculty classifications. In general, each faculty member will best fit one of the following descriptions, however there can be overlap between areas:

1. Radiation oncologist (MD): Significant clinical and educational effort. Promotion of these faculty members on Clinical Title Series will require evidence of ongoing quality of care delivered, reasonable productivity relative to wRVU targets, and, if in an educational setting, positive contributions to departmental educational programs, in particular the training of radiation oncology residents.
2. Medical Physicist (Masters, PhD): Significant clinical and educational effort. Promotion of these faculty members in Clinical Title Series will require evidence of ongoing quality of medical physics services delivered, consistent delivery of physics services consistent with role responsibilities, and positive contributions to

departmental educational programs, in particular the training of medical radiation physicists.

Impact of Reputational Status on Academic Rank for Clinical Title Series

- I. Clinical Instructor- This academic rank is an entry level rank for Masters Level Medical Physicists only, and typically prior to board certification. Assuming satisfactory performance, eventual promotion to Assistant Professor is expected according to University of Kentucky Administrative Regulations. Board certification combined with satisfactory performance on assigned tasks within the department is sufficient for promotion. In order to qualify for appointment, reappointment, or promotion to Clinical Assistant Professor, a candidate shall meet the qualifications of Clinical Instructor, and in addition must both have a terminal degree (as determined by the profession) and provide evidence appropriate to the profession of recognition at least at the local level. Reputational status, other than within the department, does not factor into the promotion from Clinical Instructor to Assistant Clinical Professor.
- II. Assistant Clinical Professor- Local achievements and recognition within the College of Medicine.
- III. Associate Clinical Professor- Regional achievements and recognition beyond the College of Medicine, UK HealthCare system, but within the Commonwealth of Kentucky
- IV. Clinical Professor- National/International achievements and recognition beyond the borders of Kentucky and/or outside of the USA

Appointment to the Faculty

In order to be appointed to the department's faculty at the Instructor level in the Clinical Title Series, the following criteria should be met:

- I. Terminal degree (Masters in Medical Physics)
- II. Eligible to begin process for board certification, if applicable
- III. Interest in and potential for excellence in teaching of medical physics students and residents or other learners
- IV. Interest in and potential for providing excellent clinical care and service
- V. Willingness to undertake ongoing professional development activities

In order to be appointed to the department's faculty at the Assistant Clinical Professor level in the Clinical Title Series, the following criteria must be met:

- I. Terminal degree (MD, DO, PhD, Masters or equivalent)
- II. Eligible for board certification if applicable (Physicians and Physicists)
- III. Interest in and potential for excellence in teaching of residents, students, or other learners
- IV. Interest in and potential for providing excellent clinical care and service (Physicians and Physicists)
- V. Interest in and potential for contributions to scholarly activities
- VI. Willingness to participate in non-clinical activities important to the department's and institution's missions, including service on departmental or institutional committees
- VII. Willingness to undertake ongoing professional development activities

In order to be appointed to the department's faculty at the Associate Clinical Professor or Professor level in the Clinical Title Series, the following criteria must be met:

- I. Terminal degree (MD, DO, PhD, Masters or equivalent)
- II. Completion of board certification (Physicians and Physicists)
- III. Minimum of 4-5 years of satisfactory clinical service at the Assistant or Associate Professor level
- IV. Interest in and potential for excellence in teaching of residents, students, or other learners
- V. Interest in and potential for providing excellent clinical care and service (Physicians and Physicists)
- VI. Interest in and potential for contributions to scholarly activities
- VII. Willingness to participate in non-clinical activities important to the department's and institution's missions, including service on departmental or institutional committees
- VIII. Willingness to undertake ongoing professional development activities

IX. Demonstration of continued achievement combined with regional or national recognition as a leader in administration, patient care, instruction, service, academic and/or research

Overview and Principles Relative to Described Metrics

Clinical and Other Service /Patient Care Metrics

As an academic medical center, the UK College of Medicine and UK HealthCare revolve around patients and the expert care that are provided by its clinicians, both medical and medical physics. In terms of this document, a clinical expert is defined as having “strong regional and/or national recognition as a clinical expert as evidenced by leadership roles and reputation related to the radiation oncology or radiation/medical physics.” Therefore, demonstrable clinical competence is an absolute requirement for promotion to any rank.

Instruction Metrics

Providing a solid education for pre- and post-doctoral learners to enable future success is a core mission of an academic medical center and the UK Department of Radiation Medicine. The educational mission in the Department is tightly associated with its clinical practice. It is likely that every faculty member will have some obligations in the educational programs, although to varying degrees depending on role and responsibility. For these individuals, a higher level of demonstrated educational accomplishment will be required for successful promotion.

Research Metrics and Scholarship

Publications of original research and/or review articles in peer-reviewed journals will improve the reputation of the UK Department of Radiation Medicine, the College of Medicine and UK HealthCare. Although Clinical Title Series faculty are not expected to devote significant time to research pursuits, some level of research participation is one way, among others, in which the faculty member can augment their reputational status and strengthen their promotion dossier. One example is participation in recruitment of patients to clinical trials and subsequent management of these patients. In addition, contributions toward publication can be evidenced by co-authorship and / or letters of support from the first or senior author and can provide evidence of scholarship. Book chapters, reviews, and/or textbooks related to an area of clinical or scientific expertise can also be a component of the promotion dossier that supports promotion in the Clinical Title Series.

Criteria for Promotion from Instructor to Assistant Professor– Clinical Title Series

As discussed above, Instructor rank is an entry level rank for Masters Level Medical Physicists only, and typically prior to board certification. Assuming satisfactory performance and board certification, eventual promotion to Assistant Professor is expected according to University of Kentucky Administrative Regulations. Board certification combined with satisfactory performance on assigned tasks within the department is sufficient for promotion. Reputational status, other than within the department, does not factor into the promotion from Instructor to Assistant Professor.

Criteria for Promotion from Assistant Clinical Professor to Associate Clinical Professor – Clinical Title Series

The faculty member under consideration for promotion in academic rank from Assistant Clinical to Associate Clinical Professor should be able to demonstrate a regional reputation as defined above. The criteria below represent possible metrics by which a candidate could potentially gain a regional reputation and satisfy promotion criteria. To be clear, these criteria do not represent a checklist for success. Successful promotion does not anticipate that the candidate for promotion will have achieved each of these but, rather, a reasonable subset based on their specific role in the department and their allocation of effort.

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

Clinical and Other Service/Patient Care Metrics

I. Productivity

- a. There is a general expectation for physician faculty that the faculty member will achieve or exceed at least 80% of wRVU targets on a consistent basis while maintaining high quality (MD's or DO's). There can be exceptions to this based on numerous factors, such as Family Medical Leave, institutional or departmental decisions that affect the faculty member's ability to reliably reach wRVU targets, or other factors.
- b. Referral of complex patients needing radiation oncology services (MD's or DO's)
- c. Establishment of or support of new clinical programs or technologies within the department, e.g. Radiopharm, Deep Inspiration Breath Hold, etc. (MD's, DO's, physicists)
- d. Building and growth of a new practice area, including an outreach location (MD's, DO's, physicists)
- e. Others as appropriate, as suggested by candidate and endorsed by chair (MD's, DO's, and physicists)
 - A. Number of patient encounters or consultations
 - B. Number of patient referrals from outside the university

- C. Provision of unusual types of clinical service not otherwise available in the region
- D. Organizing innovative types of patient care programs
- E. Organizing state, regional, national or international conferences or symposium specifically addressing clinical care
- F. Evidence of excellent performance as medical director
- G. Outstanding patient satisfaction scores (CG-CAHPS, HCAHPS)
- H. Letters of support from clinical colleagues/peers (within or outside institution)

II. Quality indicators

- a. Absence of reportable radiation misadministration (MD's, DO's and physicists)
- b. Outcomes data if available (MD's, DO's and physicists)
- c. Letters or other documented measures of patient and referring physician satisfaction that demonstrate excellence in clinical care delivery (MD/DO)
- d. Letters of reference from department chair, colleagues in the faculty member's department, referring physicians, and colleagues in other departments describing clinical excellence. (MD's, DO's and physicists)
- e. Leading development of clinical protocols or pathways that objectively demonstrate a measurable positive impact on patient care at or beyond the local level (MD's, DO's and physicists)
- f. Others as appropriate, as suggested by candidate and endorsed by chair (MD/DO and physicists)

III. Clinical Leadership: Leadership roles in regional or national professional organizations related to clinical expertise, including leadership in regional and/or national courses or programs (MD/DO and physicists)

- a. Service on regional or national committees developing guidelines and policies for management in area of clinical expertise.
- b. Serving as an officer or active member in major committees at the University hospital, VA hospital or other patient care-related facilities
- c. Membership on editorial boards in area of clinical expertise.
- d. Regional or national awards for contributions or innovation in the area of clinical expertise influencing clinical practice.

Non-clinical service metrics

- I. Service to College of Medicine, UK HealthCare and University of Kentucky committees, advisory, mentorship teams, etc.
- II. Service as an officer or active member in the Faculty senate or Faculty council
- III. Non-clinical regional and national committees
- IV. Participation in philanthropy efforts

- V. Community engagement:
 - A. Outreach programs to schools
 - B. Interaction with community groups
 - C. Free clinics

Instruction metrics

- I. Outcomes of learners
 - A. Residency Match Rates (mostly applies to Masters in Medical Physics program)
 - B. Board certification pass rates of residents (MD/DO and physicists)
 - C. Letters of support from former learners attesting to the teaching skills of the faculty member and the importance of those skills in the former learner's success. (MD/DO and physicists)
 - D. Others as appropriate, as suggested by candidate and endorsed by chair (MD/DO and physicists)
- II. Quantitative and qualitative teaching metrics. Peer review and the judgment of colleagues in the department.
 - A. 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.). (MD/DO and physicists)
 - B. Lectures, proctorships, or preceptorships for professional colleagues. (MD/DO and physicists)
 - C. Favorable formal and standardized teaching evaluations from learners. (MD/DO and physicists)
 - D. Teaching awards, whether regional or local. (MD/DO and physicists)
 - E. Mentorship of trainees or junior faculty. Examples may include outcomes such as successful development of new skills in the mentee, successful remediation of mentees, the mentee's development of a regional or national reputation, etc. (MD/DO and physicists)
 - F. Academic recognition, award, or other evidence of excellence achieved by a mentee of the candidate that can be tied to the mentor's influence. (MD/DO and physicists)
 - G. Service in educational administration, planning, or analysis. (MD/DO and physicists)
 - H. Textbooks written, compiled, or edited by the faculty member and published by an established publishing house. (MD/DO and physicists)
 - i. Additional factors to consider may include the adoption of the book beyond the local or regional market, overall sales, and whether it is being considered for further editions.
 - I. Development of educational unit, course, or curriculum, preferably with demonstration of strong student evaluations, improved learning through

standardized test scores, and adoption of the program beyond the local area. (MD/DO and physicists)

- J. Writing, performing, or supervising written, oral, or simulation-based exams. (MD/DO and physicists)
- K. Successful educational program leadership such as residency program director, etc. (MD/DO and physicists)
- L. Mentorship of physicians/student/resident/fellow with abstracts, posters, presentations, publications, etc. (MD/DO and physicists)
- M. GME, RRC, or CAMPEP survey reports on the graduate or post-graduate program (i.e. accreditation without citations), if the candidate can demonstrate a substantial role in the favorable accreditation decision (MD/DO and physicists)
- N. Invitations to speak regionally or nationally on issues related to area of clinical expertise with information that is accessible and usable for additional practitioners. (MD/DO and physicists)
- O. Peer-reviewed educationally oriented publications
- P. Creation and peer review of learning materials for local, regional or national use
- Q. Local, Regional or National Teaching awards

III. Mentoring and Advising

- A. Contribution to the professional development of students
- B. Serving as departmental graduate advisor
- C. Evidence of student mentoring (professional or graduate students)
- D. Member or Chair of graduate student advisory committees (MD/DO and physicists)
- E. Evidence of success in mentoring/advising activities is provided by: (MD/DO and physicists)
 - i. Placement of graduate students or post-doctoral fellows into academic, scholarly or professional positions
 - ii. Trainee/learner accomplishments such as board pass rates
 - iii. Trainee/learner publications or presentations
 - iv. Mentee faculty accomplishments – promotion, funding, publications, etc.
 - v. Letters of support from trainees
 - vi. Letters of support from faculty colleagues attesting to excellence in role
- F. Evidence of teaching or communicating publicly with clinicians/learners based on the niche or area of expertise (ex. talks to College of Medicine, regional partners, etc.).
- G. Publications, protocols, guidelines, clinical talks, and/or policies that are public, reviewed, and usable.

Educational Scholarship Metrics

- I. Peer-reviewed educationally oriented publications
- II. Creation and peer review of learning materials for local, regional or national use
- III. Local, Regional or National Teaching awards

Administrative and Leadership Metrics

- I. Significant participation in planning and completing facility construction and/or renovations
- II. Completed or significant involvement in business plan for expansion (ex. new office site/new line of business, etc.)
- III. Involvement in Graduate or Post-graduate program
 - a. Residency and/or other appropriate program accreditation
 - b. Implementation of a mentoring program
 - c. Collaborative endeavors with other departments/schools.
 - d. Successful direction of or participation in a clinical program or clinical laboratory. Examples may include financial measures such as contribution margin, relevant accreditation, program growth, or independent awards of excellence
- IV. Awards such as Fellowship in Regional or National Societies (e.g. ASTRO), Distinguished Alumni Awards, etc.
- V. Officer or active committee or subcommittee member in a regional, national or international professional organization
- VI. Service on a governmental commission, task force, or board
- VII. Participation in governmental policy development and/or implementation
- VIII. Serving an administrative leadership role at UK or its affiliated institutions
- IX. Serving as program chair or in a similar position at a regional, national or international meeting
- X. Serving as an officer or active member in the Faculty senate or Faculty council
- XI. Serving as an officer or active member of major COM or Department of Radiation Medicine committees
- XII. Serving as an officer or active member in major committees at the University hospital, VA hospital or other patient care-related facilities
- XIII. Serving as a member of the IRB or IACUC research committees
- XIV. Administration and leadership activities as evidenced by:
 - a. Letters of support from committee members or chair
 - b. Rank ascension (i.e., regional committee to national committee, committee member to chair)

Promotion Criteria for Associate Clinical Professor to Clinical Professor: (Clinical Title Series, (tenure-ineligible))

The faculty member under consideration for promotion in academic rank from Associate to Full Professor should be able to demonstrate a national or international reputation as defined above. Criteria to be met include those required for the rank of Associate Clinical Professor plus higher levels of leadership and accomplishments. The criteria below represent possible metrics by which a candidate could potentially gain a national or international reputation and satisfy promotion criteria. To be clear, these criteria do not represent a checklist for success. Successful promotion does not anticipate that the candidate for promotion will have achieved each of these but, rather, a reasonable subset based on their specific role in the department and their allocation of effort.

Clinical Service Metrics

I. Productivity

- A. Achieving and exceeding wRVU targets while maintaining high quality (MD's/DO's)
- B. Referral of complex patients needing radiation oncology services (MD's/DO's)
- C. Establishment of or support of new clinical programs or technologies within the department, e.g. Radiopharm, Deep Inspiration Breath Hold, etc. (MD's/DO's), physicists)
- D. Building and growth of a new practice area, including an outreach location (MD's/DO's, physicists)
- E. Others as appropriate, as suggested by candidate and endorsed by chair (MD/DO and physicists)

II. Quality indicators

- A. Absence of reportable radiation misadministrations (MD's/DO's and physicists)
- B. Outcomes data if available (MD's/DO's and physicists)
- C. Letters or other documented measures of patient and referring physician satisfaction that demonstrate excellence in clinical care delivery (MD/DO)
- D. Letters of reference from department chair, colleagues in the faculty member's department, referring physicians, and colleagues in other departments describing clinical excellence. (MD's/DO's and physicists)
- E. Leading development of clinical protocols or pathways that objectively demonstrate a measurable positive impact on patient care beyond the local level (MD's/DO's and physicists)
- F. Others as appropriate, as suggested by candidate and endorsed by chair (MD/DO and physicists)

III. Clinical Leadership: Leadership roles or significant participation in national professional organizations related to clinical expertise, including leadership in national courses or programs (MD/DO and physicists)

- A. Service on national committees developing guidelines and policies for management in area of clinical expertise.
- B. Membership on editorial boards in area of clinical expertise.
- C. Funding to support innovations that influence clinical practice nationally (for those with significant DOE in research/scholarly activity).
- D. National awards for contributions or innovation in the area of clinical expertise influencing clinical practice.

Non-clinical service

- a. Service to College of Medicine, UK HealthCare and University of Kentucky as Chair of committees, mentorship teams, etc.
- b. Service as an officer or active member in the Faculty senate or Faculty council
- c. Service on Non-clinical national committees
- d. Participation in philanthropy efforts

Instruction metrics

I. Outcomes of learners

- A. Residency Match Rates (mostly applies to Masters in Medical Physics program)
- B. Board certification pass rates of residents (MD/DO and physicists)
- C. Letters of support from former learners attesting to the teaching skills of the faculty member and the importance of those skills in the former learner's success. (MD/DO and physicists)
- D. Others as appropriate, as suggested by candidate and endorsed by chair (MD/DO and physicists)

II. Quantitative and qualitative teaching metrics. Peer review and the judgment of colleagues inside and outside the department. Anecdotal reports of outstanding ability in teaching will not by themselves suffice to establish this criterion.

- i. 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.). (MD/DO and physicists)
- ii. Lectures, proctorships, or preceptorships for professional colleagues. (MD/DO and physicists)
- iii. Favorable formal and standardized teaching evaluations from learners. (MD/DO and physicists)

- iv. Local, regional or national teaching awards. (MD/DO and physicists)
- v. Mentorship of trainees or junior faculty. Examples may include outcomes such as successful development of new skills in the mentee, successful remediation of mentees, the mentee's development of a regional or national reputation, etc. (MD/DO and physicists)
- vi. Academic recognition, award, or other evidence of excellence achieved by a mentee of the candidate that can be tied to the mentor's influence. (MD/DO and physicists)
- vii. Service in educational administration, planning, or analysis. (MD/DO and physicists)
- viii. Textbooks written, compiled, or edited by the faculty member and published by an established national or international publishing house. (MD/DO and physicists)
- ix. Additional factors to consider may include the adoption of the book beyond the local or regional market, overall sales, and whether it is being considered for further editions.
- x. Development of educational unit, course, or curriculum, preferably with demonstration of strong student evaluations, improved learning through standardized test scores, and adoption of the program beyond the local area. (MD/DO and physicists)
- xi. Writing, performing, or supervising written, oral, or simulation-based exams at the national level. (MD/DO and physicists)
- xii. Successful educational program leadership such as residency program director, etc. (MD/DO and physicists)
- xiii. Mentorship of physicians/student/resident/fellow with abstracts, posters, presentations at national meetings, publications, etc. (MD/DO and physicists)
- xiv. GME, RRC, or CAMPEP survey reports on the graduate or post-graduate program (i.e. accreditation without citations), if the candidate can demonstrate a substantial role in the favorable accreditation decision (MD/DO and physicists)
- xv. Invitations to speak nationally on issues related to area of clinical expertise with information that is accessible and usable for additional practitioners. (MD/DO and physicists)
- xvi. Mentoring and Advising (MD/DO and physicists)
- xvii. Significant contribution to the professional development of students
- xviii. Outstanding performance as a departmental graduate advisor
- xix. Evidence of student mentoring (professional or graduate students)
- xx. Evidence of junior faculty mentoring
- xxi. Member or Chair of graduate student advisory committees (MD/DO and physicists)

- xxii. Evidence of success/excellence in mentoring/advising activities is provided by: (MD/DO and physicists)
 - 1. Placement of graduate students or post-doctoral fellows into academic, scholarly or professional positions
 - 2. Trainee/learner accomplishments such as board pass rates
 - 3. Trainee/learner publications or presentations
 - 4. Mentee faculty accomplishments – promotion, funding, publications, etc.
 - 5. Letters of support from trainees
 - 6. Letters of support from faculty colleagues attesting to excellence in role
- xxiii. Evidence of teaching or communicating publicly with clinicians/learners based on the niche or area of expertise (ex. talks to College of Medicine, regional partners, national audiences, etc.).
- xxiv. Publications, protocols, guidelines, clinical talks, and/or policies that are public, reviewed, and usable.

Research Metrics and Scholarship (used only to augment promotion dossier, not a requirement for promotion in Clinical Title Series)

- A. Publications in refereed journals
- B. Significant publication and/or funding resulting from collaborative efforts with researchers in other fields where the faculty member occupies a substantial role in research (includes positions designated as co-investigator, other significant contributor, or key personnel on grants)
- C. Publication of scholarly book(s)
- D. Publication of a chapter in a scholarly book
- E. Editing a scholarly book
- F. Frequent citation of publications
- G. Serving as editor or member of editorial board of peer-reviewed journals
- H. Serving as a member of review panel for national research organization
- I. Presentations at national meetings
- J. Contributing member of a successful research team (team science) in clinical, translational, or foundational science
- K. Participation on national panels or committees that review research and/or set research policy or guidelines
- L. Participation as a “team” expert for national scientific effort

Administrative and Miscellaneous Metrics

- I. Significant participation in planning and completing facility construction and/or renovations

II. Completed or significant involvement in business plan for expansion (ex. new office site/new line of business, etc.)

III. Faculty Affairs

- A. Faculty retention rate (Division Chief or Chair)
- B. Percent faculty eligible for promotion who got promoted (>80%) (Division Chief or Chair)
- C. Faculty expansion consistent with planning/strategy (Division Chief or Chair)
- D. Junior faculty mentorship efforts recognized by faculty member and/or specific mentoring program established

IV. Leadership of Graduate or Post-graduate program

- A. Residency and/or other appropriate program accreditation
- B. Implementation of a mentoring program.
- C. Collaborative endeavors with other departments/schools.
- D. Successful direction of a clinical program or clinical laboratory. Examples may include financial measures such as contribution margin, relevant accreditation, program growth, or independent awards of excellence.

V. Awards such as Fellowship in National Societies (e.g. ASTRO), Distinguished Alumni Awards, etc.

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