



College of Dentistry



Procedures for Appointment • Promotion • Tenure

Revised June 2024

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INTRODUCTION

The University of Kentucky College of Dentistry has a long-standing history of excellence in the caliber of its students, faculty, and staff. Since its inception in 1962, faculty have been appointed in a variety of tenure and non-tenure track positions. During the past 10 years, the College's needs have required a much wider variety of faculty assignments with differing tasks and distributions of effort. As the College grows in a variety of directions including service, patient care, scholarship, and teaching, it is important to clarify faculty roles and expectations for promotion and tenure.

In 2003, a small group of faculty lead by the chairs of the departments began working on a promotion and tenure document for the College of Dentistry that more clearly delineated the different job descriptions, faculty appointment procedures, and expectations for promotion and tenure of its faculty. The University of Kentucky College of Medicine developed promotion and tenure guidelines for its College in 1997. This College of Medicine document was used as a prototype for the College of Dentistry guidelines and an attempt was made to match its format for ease of use by the area promotion and tenure committee, while taking into account inherent differences in the programs.

In developing these appointment, promotion, and tenure guidelines, the group identified issues related to faculty recruitment, appointment, retention, and advancement in the College. It also reviewed procedures within the University, the College of Medicine, and other universities. This group then presented its recommendations to the Dean, the Dean's Staff,

the College Council, and to the entire College Faculty. After discussion, alterations were made to the document and the document was approved by the College Faculty in a Faculty Meeting.

In 2009 the Provost asked that each College review their Promotion and Tenure Document to assure that it was in agreement with the University Administrative Regulations. The document was reviewed and updated by the Chairs and sent to the Dean, Dean's Staff, the Faculty Council and the entire faculty for comments and suggestions. The updated document was completed and sent to the Provost's office in March of 2010. In 2023, the document was reviewed by the Chairs, Associate Dean for Faculty Affairs and Advancement, the Dean, Faculty Council and the Faculty in consideration for required revisions.

This summary document serves to advise faculty members and prospective faculty members of the appointment, promotion, and tenure procedures in the University of Kentucky College of Dentistry. The document begins with foundational principles highlighting the importance of the three missions of the College and the interrelatedness 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 Dentistry and provides guidelines for promotion that are based on these definitions. Procedures for faculty appointment, reappointment, promotion, and granting of tenure in the College of Dentistry are outlined, and these procedures are in keeping with the University's administrative regulations and rules. The document emphasizes the importance of ongoing excellence and scholarship to the vitality of the College.

UNDERLYING PRINCIPLES

The following principles provide the foundation for this document.

☞ The mission of the University of Kentucky College of Dentistry 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 Dentistry'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 Dentistry 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 dental/medical staff privileges in UK Healthcare). 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 and should be consistent across departments.

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

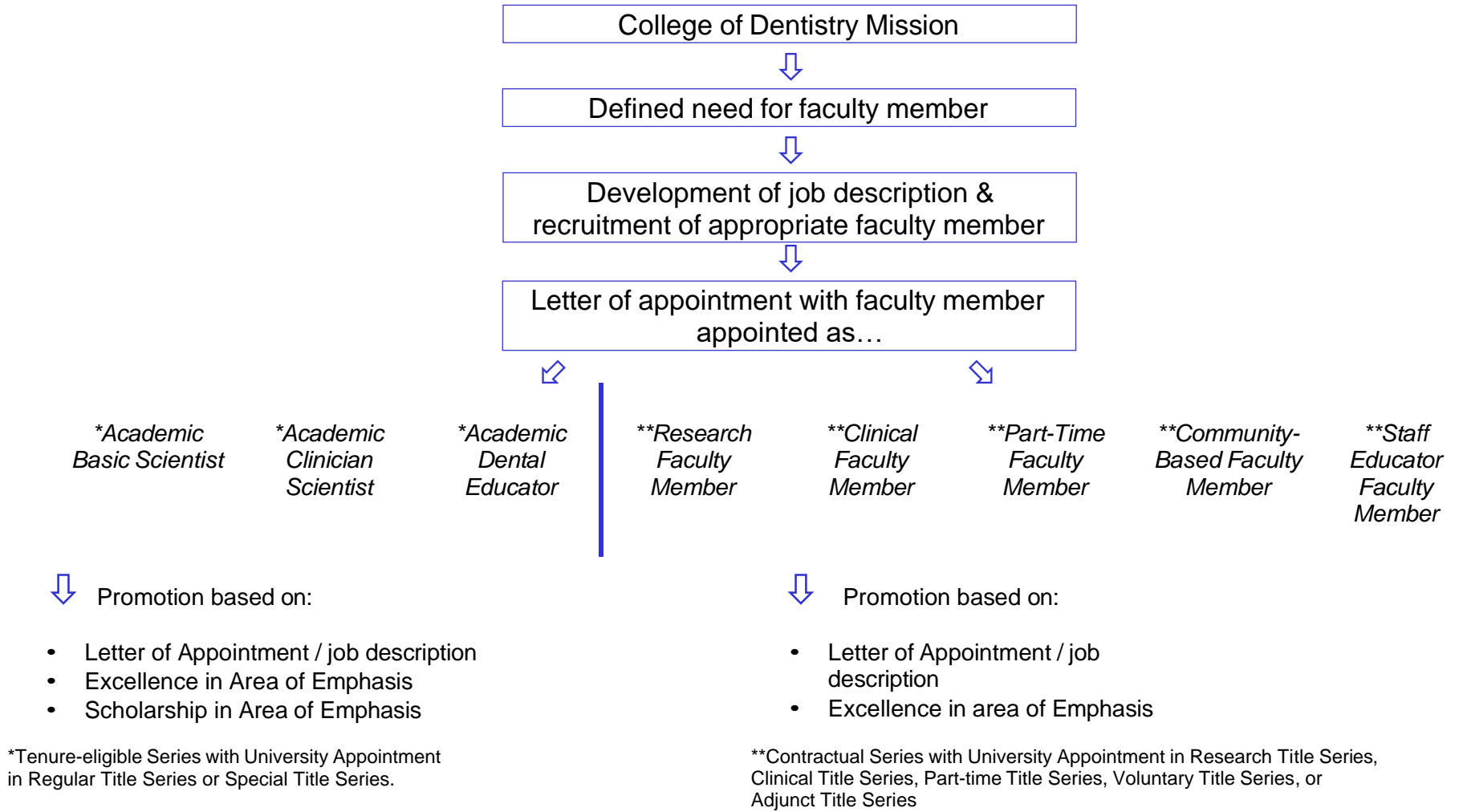
☞ The College supports the principle of academic freedom and the role of the tenure as a means of helping to ensure academic freedom in the College setting.

☞ 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.

FIGURE 1

OVERVIEW OF COLLEGE OF DENTISTRY PROCEDURES FOR APPOINTMENT, PROMOTION AND TENURE



OVERVIEW AND FACULTY STRUCTURE

Figure 1 provides an overview of the appointment, promotion, and tenure procedures for the College of Dentistry. The College of Dentistry mission forms the basis for proposed job descriptions for, and recruitment into, the College. The College of Dentistry 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 Dental Educator. The seven faculty designations also include four contractual positions: Research Faculty Member, Clinical Faculty Member, Dental 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.

The letter of appointment incorporates the faculty designation, expected activities of the faculty member, resources that the College will invest in the faculty member, and 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 distribution of effort (DOE) 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.

Throughout this document, the term "Non Tenured faculty" and "Tenure Eligible" will be used to designate an Assistant or Associate Professor Faculty member who is new to the University and not tenured. "Tenured faculty member" will be used to refer to Associate Professors and Professors who have received tenure. Full-time is intended to imply full professional effort of at least a nine month appointment.

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 PhD degree but may have a DMD/DDS or other terminal degree appropriate to the appointment. Most Academic Basic Scientists will be assigned to the Center for Oral Health Research and designated to a Division within one of the College Departments. Most commonly, the Academic Basic Scientist will conduct research of a basic science nature. Current NIH definitions of clinical research include research conducted on material of human origin, such as tissue; an investigator involved in this type of clinical research may be considered an Academic Basic Scientist. However, faculty members involved in clinical research conducted with human subjects will not typically be in this designation.

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 might appropriately 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.

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/or public health practice; and whose primary area of scholarly activity involves human subjects or issues directly related to patient care (oral health policy, oral health care delivery, or both). The Academic Clinician Scientist will usually have a DMD/DDS degree, but may have a PhD or other terminal degree appropriate to the appointment. The Academic Clinician Scientist will be designated to a specific Division within one of the College Departments and could also be assigned to the Center for Oral Health Research.

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 to 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 teaching, research and service throughout their academic careers. The amount of productivity of each area is determined by the faculty's distribution of effort (DOE). In the event that a senior Academic Clinician Scientist is no longer productive in any given area 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. If appropriate, the faculty member's designation should change. Reassignment of title series also may be appropriate.

FACULTY DESIGNATIONS

ACADEMIC DENTAL EDUCATOR

TENURE ELIGIBLE DESIGNATION

UNIVERSITY TITLE SERIES: SPECIAL OR REGULAR

An Academic Dental Educator is a person who has made a full-time commitment to the University of Kentucky and whose primary area of emphasis of teaching, service and scholarly activity is the education of dental students, including residents and fellows. These faculty members will have a terminal degree, usually a DMD/DDS or PhD, appropriate to the appointment. The Academic Dental Educator will be designated to a specific Division within one of the College Departments but could also be assigned to the Center for Oral Health Research.

The Academic Dental Educator faculty designation is tenure-eligible and will be coupled with assignment to either the University's Regular Title Series or Special Title Series. Most Academic Dental Educators will be in the Special Title Series, but an Academic Dental 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 Dental Educators are expected to be productive in scholarship throughout their academic careers. The primary area of scholarly activity will usually be the scholarship of teaching, but other types of scholarly work may also be included. Academic Dental 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 Dental 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 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, clinical or public health nature. Research faculty members usually have a terminal degree (DMD/DDS or PhD) appropriate to the research in which they are involved. A Research Faculty person may be assigned to the Center for Oral Health Research but also designated within one of the College Departments.

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.

FACULTY DESIGNATIONS

CLINICAL FACULTY

CONTRACTUAL FACULTY DESIGNATION

UNIVERSITY TITLE SERIES: CLINICAL

A Clinical Faculty member is a person, usually a dentist, who has made a significant time commitment (usually full-time, but not necessarily), to the University of Kentucky and whose primary area of emphasis is the clinical practice of dentistry, including dental education or administration. These faculty members typically have a terminal degree, usually a DMD/DDS, appropriate to their activities. A clinical faculty person is designated a member of a Division within one of the College Departments.

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 dental students, residents, and other health professions students and trainees.

FACULTY DESIGNATIONS

PART-TIME FACULTY

CONTRACTUAL FACULTY DESIGNATION

UNIVERSITY TITLE SERIES: PART-TIME OR VOLUNTARY

A Part-Time Faculty member is a person, usually a dentist, who has made a part-time commitment to the University of Kentucky and whose primary area of emphasis is the clinical teaching of dentistry. These faculty members typically have a terminal degree, usually a DMD/DDS, appropriate to their activities. A part-time clinical faculty person is designated a member of a Division within one of the College Departments.

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

FACULTY DESIGNATIONS
COMMUNITY-BASED FACULTY
CONTRACTUAL FACULTY DESIGNATION
UNIVERSITY TITLE SERIES: VOLUNTARY

A Community-Based Faculty member is a person, usually a dentist, 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 Dentistry. These faculty members most commonly are involved in educating dental students, residents, and health professions students in clinical settings external to the University's facilities, but they also may be involved in dental administration, clinical

research, health policy, etc. A Community-Based Faculty person is designated a member of a Division within one of the College Departments.

The Community-Based Faculty designation is contractual in nature. These faculty members most commonly are assigned to the University's Voluntary Title Series but may have Part-time Title Series, Adjunct Title Series or Lecturer Title appointments.

FACULTY DESIGNATIONS
STAFF EDUCATOR FACULTY MEMBER
CONTRACTUAL FACULTY DESIGNATION
UNIVERSITY TITLE SERIES: ADJUNCT

A Staff Educator Faculty Member is a person who is either employed by a non-University agency or by the University in a non-faculty position who is involved in the education of dental, graduate, and/or undergraduate students, including residents and fellows. These activities may include dental education administration. A Staff Educator Faculty may be a

member of a Division within one of the College Departments.

The Staff Educator Faculty designation is contractual in nature and will typically be coupled with assignment in the University Adjunct Title Series. However, it may be coupled with assignment in the University Lecturer series.

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 oral 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 Part-time or 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.

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; and 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 Dentistry 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 dental students and can 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 Dentistry and University committees. The academic community benefits from full participation of all faculty members.

Letter of Appointment

A letter of appointment and a Notice of Academic Appointment & Assignment Form should be completed for, and signed by, each new faculty member before he/she begins work at the College of Dentistry. The letter of appointment will come from the Department Chair and 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 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 criteria 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 criteria in the appointment letter should form the basis for reappointment and promotion decisions.

Institutional Investment in Faculty Members

The College of Dentistry 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.

The College recognizes that there is an initial investment of significant institutional resources in a faculty member. This is particularly important for the non tenured faculty member in tenure-eligible position, given the limited time available to these faculty members to accomplish the requirements for promotion and tenure. 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 the Non Tenured Faculty Member

Specific discussion of institutional investment in non tenured 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 Dental 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 are usually involved in the scholarship of discovery (research). There is an expectation that Regular Title Series faculty members will develop individual research programs that generate their own external funding. Clearly, non tenured 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. Postdoctoral 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, appointment 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 Dental Educator faculty members appointed in the Regular Title Series must devote a significant percentage of their time to research as described by their letter of appointment. 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 50 percent during years one

through three of a six-year probationary period. For faculty members conducting clinical research, this time allocation also should be no less than 50 percent during years one through three of a six-year probationary period. However, recognizing that clinical service activities may be a synergistic and necessary part of clinical or public health research, the 50 percent time allocated to research may include a portion of time allocated to clinical duties directly related to the faculty member's research activities. For faculty members conducting educational or administrative research, this time allocation should be no less than 50 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 50 percent time allocated to research may include a portion of time allocated to educational or administrative duties directly related 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 non tenured faculty member's time during the first three years of a six-year probationary period. These activities may be carried out in increasing amounts during the last three years of a probationary period 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 Dental 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 Dentistry promotion expectations for ALL faculty members in tenure-eligible positions (regardless of university title series) include the production of scholarly work.

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 and public health research, the development of clinical techniques, educational and program development, policy and health services 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, public health practice, 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.

Non tenured faculty members in the first three years of a probationary period in a Special Title Series position should be allocated a minimum of 10 percent time to conduct scholarly activity / faculty development. This 10 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.

Tenure eligible 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 period 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 Tenured Faculty Members

Faculty members recruited to the University of Kentucky College of Dentistry at a tenured 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 non tenured 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 tenured faculty members may be appropriate but will, in general, be less necessary. It is important, however, that tenured 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 non tenured faculty members in the formative years of their careers.

FACULTY EVALUATION AND APPOINTMENT

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 granted.

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 criteria 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 criteria, 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 faculty performance should guide 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.

Non tenured faculty members should be evaluated by their Division Chief and Department Chair (or designate) at least annually to discuss the faculty's progress and goals with respect to their DOE. 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 tenured faculty members or by a representative group of tenured 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 second and fourth year reviews of a non tenured 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 faculty member's distribution of effort (DOE). During the second and fourth year review the review committee shall review the faculty member's original job description as stated in the letter of appointment and if there have been major changes, recommend to the Division Chief and Chair that this job description be appropriately changed to reflect the faculty member's present DOE. 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 procedure 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.

A faculty member may appeal his or her faculty evaluation through a process described in the Administrative Regulation II-1.0-5D.

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 University of Kentucky College of Dentistry fulfills missions in education, research, and service with patient and public health 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 Dentistry 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 Dental 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.

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 and the Dean. 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. 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 / job description. These terms should be consistent with the faculty designation and university title series to which they are assigned.

For promotion, Academic Basic Scientist, Academic Clinician Scientist, and Academic Dental 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 Dental Educator faculty members in the University Special Title Series must meet the terms of their letters of appointment / job description and demonstrate excellence in their areas of emphasis in the College of Dentistry. Demonstration of this excellence includes the expectation of scholarship in the faculty member's area of emphasis and as described in the Statements of Evidence.

For promotion, Researcher, Clinician, and Dental 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 and the Statements of Evidence provide definitions and examples of excellence in instruction, scholarly activity, and service as used in the College of Dentistry. 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 Dentistry faculty, it is imperative that the various kinds of academic work be recognized through a broad vision of scholarship. 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 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 Dentistry. 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 synthesizes 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 brings 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. Scholars 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 and public health dentistry, scholarship of application is tied directly to one's special field of knowledge and relates to, and flows

directly out of, this professional activity. Such scholarship 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 dental / medical diagnosis, treatment, shaping of public policy, etc.

Scholarship of Learning Facilitations - recognizes that the work of academic faculty members becomes consequential only as it is understood by others. Learning facilitation both educates and entices future scholars. Learning facilitation is also a dynamic endeavor involving all of the analogies, metaphors, and images that build bridges between the instructor's understanding and the student's learning. A scholarly educator 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 Dentistry 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 Dentistry APT Committee will ordinarily discount publications in journals that are known not to employ the peer-review process. Success in obtaining continued grant support after peer review may represent meaningful documentation.

Learning Facilitation: Evidence for excellence in learning facilitation may include how well the instructor encourages learning, aligns content and outcomes with department, college, institutional and professional standards, shows caring/respect for and engages students, assesses knowledge, and designs and delivers superior courses for either pre- or postdoctoral students. Evidence should include setting (didactic, preclinical, clinical, small group, rounds), feedback by students, department or college teaching awards, and considerations for evidence-based content, professionalism, and respect. Peer review and judgment by members of the department will be given more weight in evaluation of courses than in other areas of excellence that are more easily documented. Anecdotal reports of the faculty's ability to facilitate learning will not by themselves suffice to establish this criterion; the teaching portfolio, consisting of a

teaching philosophy statement, course syllabi, student course feedback reports, and reflections about experiences in the courses, should provide deeper insight into learning facilitation excellence. Also, widespread use of instructional materials developed by the faculty member, requests to demonstrate curricula, and presentations about learning facilitation methods may demonstrate excellence.

Service: Excellence in clinical service includes extensive participation in patient care and/or public health as well as uses of innovative approaches, technologies, instrumentation or systems to improve patient health. Excellence in service is evidenced by recognition by patients, trainees or peers, recognition as a consultant through referrals of significant numbers of patients, by provision of unusual types of service or programs not otherwise available in the region, by the organization of new types of patient care or public health care programs, by advancement of knowledge and skill through continuing education in a clinical discipline, evaluation of clinical sites, authorship of clinical guidelines, board certification, being an examiner/director of a national board, and by other clinical services. Measures of patient and referring dentist / physician satisfaction may demonstrate excellence. Excellence in service includes participation on committees, boards, councils, and programs within the college,

UK Healthcare, university (e.g., ombud, university senate), and profession, which helps to advance the mission of those entities. Creditable service also may involve direction of a clinical laboratory, director of a clinical program(s) considered to be of benefit to the entire College of Dentistry, important assistance with departmental or University administration. 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.

Administration: Administrative functions are a part of career progression in academic life. As such, credit toward promotion will be accorded to members of the academic faculty who make exceptional contributions through administrative activities. 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

The following include general principles that are achievable for all members of our faculty:

- To be considered for promotion, all faculty members must meet the terms outlined in their letters of appointment (or reappointment) consistent with the College 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.
- It is expected that all faculty will work toward the advancement of their professional development.
- Faculty are not necessarily expected to meet all milestones or all DOE categories; however, overall activities should meet or exceed departmental milestones for appointment, promotion, or tenure.
- Absence of DOE in any category does not preclude requirements set for any individual category with the exception of clinical service for faculty who are not involved in clinical care.
- In general, “reputation by rank” is as follows:
 - Assistant Professor- Local achievements and renown
 - Associate Professor- Regional achievements and renown
 - Full Professor- National/International achievements and renown.

The following table is used to define local, regional, or national reputation. Regional definition is subdivided into rankings (progressive rankings indicate progressive expansion of regional reputation).

	Clinical Title Series	Regular, Research or Special Title Series
Local	Within Division and Department	Within College of Dentistry (UKCD)
Regional	1) Outside the Department 2) Outside the College of Dentistry (UKCD)	Beyond UKCD/ UK Healthcare system
National	Outside Kentucky (i.e., system-wide, statewide, or beyond)	Outside of Kentucky (i.e., system-wide, statewide, or beyond)

Tables A-I outline guidelines for promotion by faculty designation. These tables are to be used in concert with the definitions of scholarship and excellence detailed above and in the “Statement of Evidence for Appointment, Promotion, and Tenure in the College of Dentistry”. This information is listed in this document on pages 33-52.

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 Dentistry 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 Division Chiefs and 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 and Division Chiefs should be evaluated annually on how well promised resources, including time, were provided to faculty members in their departments and divisions. Furthermore, the formal performance evaluation of Department Chairs and Division Chiefs should include measures of the academic output of their faculty members, published papers and grants, clinical productivity, educational efforts, and service activities.

PROCEDURES FOR APPOINTMENT ● PROMOTION ● TENURE

DEFINITIONS

The Eight Dental Faculty Designations:

Academic Basic Scientist: 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 Clinician Scientist: 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 and/or public health care; and whose primary area of scholarly activity involves human subjects or issues directly related to patient care (oral health policy, oral health care delivery, or both).

Academic Dental Educator: An Academic Dental Educator is a person who has made a full-time commitment to the University of Kentucky and whose primary area of emphasis of teaching, service and scholarly activity is the education of dental students, including residents and fellows.

Research Faculty Member: 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.

Clinical Faculty Member: A Clinical Faculty member is a person, usually a dentist, who has made a significant time commitment (usually full-time, but not necessarily), to the University of Kentucky and whose primary area of emphasis is the clinical practice of dentistry, including dental education or administration.

Part-Time Faculty Member: A Part-Time Faculty member is a person, usually a dentist, who has made a part-time commitment to the University of Kentucky and whose primary area of emphasis is the clinical teaching of dentistry.

Community-Based Faculty Member: A Community-Based Faculty member is a person, usually a dentist, 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 Dentistry.

Staff Educator Faculty Member: A Staff Educator Faculty Member is a person who is either employed by a non- University agency or by the University in a non-faculty position who is involved in the education of dental, graduate, and/or undergraduate students, including residents and fellows.

The University Title Series:

Regular Title Series: This is a tenure track series with a maximum seven year probationary period. Three areas of activity are relevant in the appointment and promotion of faculty in the Regular Title Series: teaching, research and other creative productivity, professional status and activity, and University and public service. No position description is required. Reappointment is made on a year-to-year basis until tenure is obtained or employment is terminated. An individual appointed to this title series is eligible for tenure, sabbatical leave, faculty retirement benefits, insurance benefits and, if appointed at the rank of Assistant Professor and above, election to the University Senate. Voting privileges on tenure or on promotion affecting persons of equal or higher rank may be conferred to assistant professor regular title faculty by the unit faculty.

Special Title Series: This is a tenure track series with a maximum seven year probationary period. Position responsibilities are concentrated in the areas of teaching and service. Approval of the appointment and promotion criteria by the appropriate area committee must be obtained before approval is given to create the position. An individual appointed to this title series is eligible for tenure, sabbatical leave, faculty retirement benefits, insurance benefits and, if appointed at the rank of assistant professor and above, election to the University Senate. Voting privileges on tenure or on promotions affecting persons of equal or higher rank may be conferred to assistant professor Special Title Series faculty by the unit faculty.

Research Title Series: This is a non-tenure track series. Individuals appointed in this title series participate in the

University's academic programs but their responsibilities are limited to activities which involve research or other creative activity, are of a limited and specified duration, and are funded by contracts, grants, or other designated funds of the University. A faculty member in the Research Title Series should not have any regularly scheduled teaching or service assignments that distract from his or her primary research responsibilities. Approval of the appointment and promotion criteria recommended by the unit must be made by the Dean of the College, the Dean of the Graduate School, and the Provost. Final approval to create the position is given by the Vice President for Research. An Assistant Research Professor may be appointed for a term not to exceed three years, and an Associate Research Professor may be appointed for a term not to exceed five years. Reappointment for another term is dependent upon available funds and the faculty member's performance. An individual in the Research Title Series is available for faculty retirement and insurance benefits, but is not eligible for tenure or sabbatical leave and may be conferred voting privileges by the unit faculty except on faculty personnel actions.

Clinical Title Series: This is a non-tenure track series. Position responsibilities relate primarily to clinical practice and service to clients/patients, effective clinical instruction, and ability to generate practice funds. Primary responsibilities include providing patient care services, exposing students to professional expertise, and directing students' educational experience in the clinical settings where the faculty member practices. An individual appointed in this title series serves as a clinical supervisor for select students assigned by the faculty responsible for the course or program. Approval of the appointment and promotion criteria by the appropriate area committee must be obtained before approval is given to create the position. Appointment in this title series is for a specific term, not to exceed five years for Assistant Professor, Associate Professor, or Professor, and may be for a lesser period of

time depending on the funding available. A faculty member may be reappointed for additional terms based upon continued funding and the individual's performance. An individual appointed in this title series does not vote on appointments, promotions or tenure of faculty in the Regular or Special Title Series, and cannot be elected to the University Senate, but may be conferred other voting privileges by the unit faculty.

Part-Time Title Series: Part-time faculty members have an official faculty appointment, receive a salary, and participate substantially, but less than full-time, in the program of a college/center. Approval of part-time appointments is by the Dean without a recommendation from an area committee. Appointments may be made for a one year period, and may be renewed. Part-time faculty members are not eligible for tenure, sabbatical leave, membership in the University Senate, or retirement benefits but may be conferred voting privileges by the unit faculty. Part-time faculty are eligible for health insurance coverage at full cost to the faculty member.

Volunteer Title Series: Volunteer faculty members have an official faculty appointment in a department/center but receive no salary and devote only part of their time to the academic program. They are usually self-employed or hold full-time positions with other institutions and agencies. Appointments and reappointments are made for a three year period. Voluntary faculty are not eligible for tenure, usual faculty benefits, or membership in the University Senate, but they may be conferred voting privileges by the unit faculty.

Adjunct Title Series: This series describes fully qualified teaching, research, and/or creative personnel who are either employed by a non-University agency or by the University in a

non-faculty position, but who still contribute significantly to teaching and/or research. This series is used only when the individual's salary is defrayed from non-university funds or more than 50% of their salary is from funds related to a University non-faculty position. Approval of the appointment and promotion criteria by the appropriate area committee must be obtained before approval is given to create the position. Individuals in this series are not eligible for tenure, sabbatical leave, faculty retirement, insurance benefits, or election to the University Senate, but they may be conferred voting privileges by the unit faculty. However, the individual who is a full-time employee of the University in a non-faculty position is entitled to the appropriate retirement and insurance benefits for that position.

Other Terms:

Distribution of Effort (DOE): The DOE form delineates the actual work assignment of the faculty member. It is negotiated by the department chair/center director and the faculty member each spring and then approved by the dean. A copy of the DOE form for each year of employment since the most recent appointment or promotion is included in the dossier.

Engagement: Collaboration between higher education institutions and their larger communities for mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

Job Description (Position Description): A position description is required when the appointment is in the Special, Clinical, Research, or Adjunct Title Series. A position

description outlines in detail the need for the position, the qualifications and specific responsibilities of the position, and criteria for appointment and promotion. Approval of the appointment and promotion criteria by the appropriate area committee must be obtained before approval is given to create the position. The approval letter from the Associate Provost for Faculty Advancement or Provost or the Dean must accompany each position description in the dossier.

Non tenured Faculty Member: Entry level faculty members without tenure.

Letter of Appointment: The letter of appointment can either be the “offer letter” given by the dean and chair at the time an offer is made to a faculty candidate or can be a separate letter accompanying the Notice of Appointment Form (E02). It will designate the faculty member as one of the 8 dental faculty positions and also will designate to the faculty the title series that he/she is being appointed to. Finally it should reference

the job description where indicated and describe the distribution of effort that will be expected with the position.

Notice of Academic Appointment & Assignment Form (E02 Form): The official contract issued for the appointment or reappointment of a faculty member, or for any change in a faculty member’s employment. This form is signed by the faculty member, the dean/director of the college/center, and the Provost. If there is a joint appointment and the joint is in a different college or a center, the EO2 form is also signed by the Dean/director of the joint college/center.

Scholarship: See pages 25-28 in the body of this document for a full discussion and definitions.

Tenured Faculty Member: Associate Professor and Full Professor who have already achieved tenure.

Table A
ACADEMIC BASIC SCIENTIST
(REGULAR TITLE SERIES)

Assistant Professor	Associate Professor	Professor
Ph.D. or several years after DMD/DDS 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 UKCD (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 UKCD (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 the 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.
Evidence of or potential for excellence in research training and in the education of dental students, graduate students, or both.	Active and effective participation in research training and in the education of dental students, graduate student or both.	Key person in research training and active participation in the education of dental students, graduate students, or both.
Evidence of or 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 dental community, an active member in professional societies. These research efforts may include engagement with communities outside the University.	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 research efforts may include engagement with communities outside the University.

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

Table B
ACADEMIC CLINICIAN SCIENTIST
(REGULAR TITLE SERIES)

Assistant Professor	Associate Professor	Professor
Ph.D. or several years after DMD/DDS with important commitment to clinical research. Formal research training via fellowship or postdoctoral experience. Strong potential for independent funding.	Excellent service as assistant professor at UKCD (or its equivalent elsewhere). Independent funding and reasonable expectation of continued independent funding. Evidence of advancement of skills/knowledge in the field as recognized by peers, programs, certification or advanced degree(s).*	Excellent service as associate professor at UKCD (or its equivalent elsewhere) with important accomplishments in clinical research. Evidence of advancement of skills/knowledge in the field as recognized by peers, programs, certification or advanced degree(s).*
Evidence of or potential for 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 dental student education or other teaching programs.	Active and effective participation in research training, clinical training, or both, and in dental student education or other teaching programs.	Key person in research training, clinical training, or both; Independent funding and reasonable expectation of continued independent funding. Active participation in dental student education or other teaching programs.
Evidence of or potential for high level of clinical and scientific competence as evidenced by membership in professional organizations, 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 dental community; leadership role in dental health system; may include engagement with communities outside the University; active 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 dental health system. These accomplishments may include engagement with communities outside the University.

* In a discipline that aligns with the needs of the Department or College.

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

Table C
ACADEMIC CLINICIAN SCIENTIST
(SPECIAL TITLE SERIES)

Assistant Professor	Associate Professor	Professor
<p>Post DMD/DDS and postgraduate training with important commitment to clinical service and academic community.</p>	<p>Excellent service as assistant professor at UKCD (or its equivalent elsewhere) with record of excellence in clinical and academic community service and teaching.</p> <p>Evidence of advancement of skills/knowledge in the field as recognized by peers, programs, certification or advanced degree(s).*</p>	<p>Excellent service as associate professor at UKCD (or its equivalent elsewhere) with outstanding accomplishments as clinician and a teacher, as well as service to academic community.</p> <p>Evidence of advancement of skills/knowledge in the field as recognized by peers, programs, certification or advanced degree(s).*</p>
<p>Evidence of or potential for a high level of clinical competence in a clinical or public health area. Use of innovative approaches, technologies, instrumentation, or systems of patient care in a clinical or public health discipline.</p> <p>Evidence of or potential for recognition by peers and patients as an outstanding clinician or public health practitioner. Evidence of a developing leadership role in a clinical service or dental 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) or public health field.</p> <p>Introduces and evaluates new, innovative approaches locally and develops standards for patient care and/or public health practice. Has collaborative role in clinical trials and clinical investigations.</p> <p>Emerging reputation for excellence in clinical or public health practice.</p>	<p>Development or introduction and evaluation of new approaches to patient care or public health practice. Ongoing collaborative role in clinical trials or clinical investigation.</p> <p>Development of national or international reputation for excellence in clinical or public health practice, and as an authority in a clinical field or public health or both.</p> <p>Significant leadership role in provision of clinical or public health 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>
<p>Evidence of or potential for recognition by dental students, residents, fellows, other learners, and peers for excellence in teaching.</p>	<p>Recognition as an excellent teacher at regional level. Service as role model of a practicing dentist for students, residents, and fellows.</p>	<p>Recognition as an outstanding 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 dental students, trainees, and colleagues.</p>
<p>Evidence of or potential for scholarly communications, such as clinical observations, case reports, analytic studies, reviews, policy reports, chapters, clinical manuals, and treatment guidelines. and/or</p> <p>Dissemination of clinical or public health knowledge, techniques, and technologies through syllabi, video and audio learning aids, computer-based material, or professional communications.</p>	<p>Continuing publications of important reviews, analytic studies, chapters, and educational textbooks as well as clinical or public health 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 and/or public health papers and reviews. These activities may include engagement with communities outside the University</p>	<p>Publications of major reviews, chapters, and educational textbooks, as well as clinical or public health observations and analytic studies. Important impact on and participation in development of national standards for patient care or public health practice.</p> <p>Continuing dissemination of clinical and/or public health expertise in written form, by multimedia learning aids, or through computer-based material. These accomplishments may include engagement with communities outside the University</p>

* In a discipline that aligns with the needs of the Department or College.

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

Table D
ACADEMIC DENTAL EDUCATOR
(REGULAR TITLE SERIES)

Assistant Professor	Associate Professor	Professor
Ph.D. or post DMD/DDS and postgraduate training with important commitment to service, clinical and/or research activities. Some potential for independent funding.	Excellent service as assistant professor at UKCD (or its equivalent elsewhere) with record of excellent teaching, clinical service and research activity appropriate for the individual's designated DOE. Evidence of advancement of skills/knowledge in the field as recognized by peers, programs, certification or advanced degree(s).*	Excellent service as associate professor at UKCD (or its equivalent elsewhere) with important accomplishments in teaching, clinical service and research activity appropriate for the individual's designated DOE. Evidence of advancement of skills/knowledge in the field as recognized by peers, programs, certification or advanced degree(s).*
Evidence of or potential for recognition by peers and students as an excellent basic science or clinical teacher for dental students, graduate students, and other trainees. Evidence of or potential for recognition by peers for publications, including case reports or reviews.	Continuing excellent and high-quality contributions to the teaching of dental students, residents, graduate students, and other trainees. Recognition of excellence which may be available from formal peer evaluations, student evaluations, or teaching awards. Publication of important and original clinical research appropriate for the research allocation described on the individual's DOE. Impact and value of teaching and research should be recognized beyond the local level, as demonstrated by invitations to speak in other hospitals, other dental schools, programs of professional societies and/or continuing dental education courses.	Recognition as an excellent educator for dental students, residents, graduate students, and other trainees. Continued publication of important and original clinical research appropriate for the research allocation described on the individual's DOE. Impact of excellent teaching and research should be apparent locally and nationally, and may be demonstrated by invitations to speak to specialty societies and national continuing dental 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 chief of service or peers.
Evidence of or potential for publication of clinical reviews, analytic studies or research data 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 dentistry.	Publication of clinical observations, reviews, and/or original clinical research appropriate for the allocations described on the individual's DOE in peer-reviewed journals.	Continuing publications in peer-reviewed journals of clinical observations, reviews, and/or original clinical research appropriate for the allocations described on the individual's DOE. Publications of comprehensive clinical reviews, or textbooks and chapters that are recognized as exhibiting important influence on the practice of dentistry nationally
Evidence of or potential for high level of clinical and scientific competence as evidenced by membership in professional organizations, 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 dental community; leadership role in dental health system which may include teaching or research engagement activities with the communities outside the University; and active 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 dental health system. This may include engagement with communities outside the University.

* In a discipline that aligns with the needs of the Department or College.

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Table E
ACADEMIC DENTAL EDUCATOR
(SPECIAL TITLE SERIES)

Assistant Professor	Associate Professor	Professor
Ph.D. or post DMD/DDS and postgraduate training with important commitment to service and service or clinical or administrative nature.	Excellent service as assistant professor at UKCD (or its equivalent elsewhere) with record of excellent teaching and clinical service. Evidence of advancement of skills/knowledge in the field as recognized by peers, programs, certification or advanced degree(s).*	Excellent service as associate professor at UKCD (or its equivalent elsewhere) with important accomplishments in teaching and clinical service. Evidence of advancement of skills/knowledge in the field as recognized by peers, programs, certification or advanced degree(s).*
Evidence of or potential for recognition by peers and students as an excellent basic science or clinical teacher for dental students, graduate students, and other trainees.	Continuing excellent and high-quality contributions to the teaching of dental 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 dental schools, programs of professional societies, or continuing dental education courses.	Recognition for being among the very best educators for dental 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 dental 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 chief of service or peers.
Evidence of or 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 Dentistry. Publications should describe state-of-the-art clinical practice. and/or Evidence of 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 publications 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 dentistry. and/or Continuing development of teaching materials, including new curriculum offerings, educational programs, textbooks, syllabi, computer programs, or multimedia that make a unique contribution to the quality and method of teaching a given subject throughout the College of Dentistry which may include engagement with communities outside of the University.	Publications 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 dentistry nationally; may serve as editor of textbooks or journals. and/or Development of original teaching materials, such as new curriculum offerings, educational programs, syllabi, multimedia, or computer programs that are widely used locally and nationally. This may include engagement with communities outside the University.
Evidence of or potential for, or evidence of, a high level of competence.	Excellent reputation inside and outside UK dental community as authority in area of expertise. This may be demonstrated by patient referrals from outside UK area, invited visiting lectureships, and active 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.

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Table F
RESEARCH FACULTY MEMBER
(RESEARCH TITLE SERIES)

Assistant Professor	Associate Professor	Professor
Several years after DMD/DDS or Ph.D. with important commitment to biological or behavioral research.	Excellent service as assistant professor at UKCD (or its equivalent elsewhere) with significant time commitment and record of excellence in biological or behavioral research.	Excellent service as associate professor at UKCD (or its equivalent elsewhere); outstanding contributions to biological and behavioral research.
Evidence of or potential for contributions to refereed, substantive publications, including case reports or reviews.	Indication of continuing contribution to excellent published research supported through contracts, grants, or other designated funds.	Continuing contribution to publication of outstanding, original, and innovative research findings supported through contracts, grants, or other designated funds.
Evidence of or 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.
Evidence of or 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 dental and scientific community. These research efforts may include engagement with communities outside the University. An active member 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 research efforts may include engagement with communities outside the University.

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Table G
CLINICAL FACULTY MEMBER
(CLINICAL TITLE SERIES)

Assistant Professor	Associate Professor	Professor
DMD/DDS or other professional clinical degree, with important commitment to clinical service and academic community.	<p>Significant time commitment and record of excellence in Clinical Practice and/ or teaching in the clinical, preclinical, and/or didactic setting as an assistant professor at UKCD (or its equivalent elsewhere).</p> <p>Evidence of advancement of skills/knowledge in the field as recognized by peers, programs, certification or advanced degree(s).*</p>	<p>Outstanding service as associate professor at UKCD (or its equivalent elsewhere) with important accomplishments as clinician and teacher, as well as service to academic community supported through contracts, grants or clinical income.</p> <p>Evidence of advancement of skills/knowledge in the field as recognized by peers, programs, certification or advanced degree(s).*</p>
<p>Evidence of or potential for a high level of clinical competence in a clinical area and use of innovative approaches, technologies, instrumentation, or systems of patient care in a clinical discipline.</p> <p>Evidence of or potential for recognition by peers and patients as an excellent clinician.</p>	<p>Provides service to the college, university academic community, and/or profession on committees, boards, programs, or centers.</p> <p>Development of greater than local reputation in clinical practice and emerging reputation as an authority in a clinical field.</p>	<p>Significant leadership role in provision of dental health care.</p> <p>Development of national reputation for excellence in clinical practice, and as an authority in a clinical field.</p>
Evidence of or potential for developing a leadership role in a clinical division or discipline and active participation in local, regional, or national professional clinical organizations.	Continuing evidence of peer recognition as an excellent clinical teacher at regional level.	Established recognition as an outstanding clinical teacher beyond regional level.
Evidence of or potential for recognition by dental students, residents, fellows, continuing dental education attendees, affiliated health professionals, and peers for excellence in clinical teaching.	Demonstrated creative contributions to the instructional and clinical service programs of the University, and/or has scholarly activities of important or original clinical investigations appropriate for the research allocation described on the individual's DOE.	Scholarly activities of important and original clinical investigations appropriate for the research allocation described on the individual's DOE.

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Table H
PART-TIME FACULTY MEMBER
(VOLUNTARY OR PART-TIME SERIES)

Assistant Professor	Associate Professor	Professor
Evidence of potential satisfactory performance as a teacher, and/or practitioner.	Evidence of continuing growth and excellence in teaching as measured by peer and student assessments.	Excellence as a mature teacher and practitioner as measured by peer and student assessments.
Evidence of potential contributions to the Division.	Evidence of contributions to the Division and the Department.	Significant long-term evidence of contributions to the Division, Department and the College.
Evidence of potential creative professional activity that enhances the goals of the Division.	<p>Evidence of creative professional activity that enhances the goals of the Division. This may include the development of innovative instructional approaches, presentations to the students and/or Division faculty or publications.</p> <p>May have collaborative role in clinical trials or clinical investigation.</p> <p>Evidence of commitment to lifelong learning.</p>	<p>Significant long-term evidence of creative professional activity that enhances the goals of the Division, Department and College. This may include the development of innovative instructional approaches, presentations to the students and/or College faculty or publications.</p> <p>May have collaborative role in clinical trials or clinical investigation.</p> <p>Evidence of commitment to lifelong learning.</p>
Evidence of potential professional leadership in the Division.	<p>Evidence of professional leadership in the Division as recognized by his/her peers. May assume a leadership role in health care setting, hospital or in local, regional, or national professional clinical organizations.</p> <p>Professional recognition at a local level.</p>	<p>Evidence of professional leadership in the Division, Department, College and local community as recognized by his/her peers.</p> <p>May participate in College functions and committees.</p> <p>Professional recognition at a regional and national level.</p>

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Table I
COMMUNITY-BASED FACULTY MEMBER
(VOLUNTARY SERIES)

Assistant Professor	Associate Professor	Professor
Evidence of potential to perform as clinical instructor with important commitment to the academic mission of UKCD.	Excellent service as assistant clinical professor for a substantial time at UKCD (or its equivalent) with significant commitment to and record of excellence in clinical and academic community service and teaching.	Excellent service as associate professor at UKCD (or its equivalent) with important accomplishments as clinician and teacher, as well as contributions to academic mission.
Involvement in teaching or mentoring of dental students, residents, and other health professional students. Recognition by dental education attendees and by peers for excellence in clinical teaching in hospital or health care setting.	Continuing involvement in UK teaching or mentoring for dental student, residency and/or fellowship training programs. Continuing evidence and peer recognition of being an excellent clinical teacher at regional and local levels. Recognized as role model for dental students, residents, and fellows. Evidence of commitment to lifelong learning.	Continuing involvement in UK teaching or mentoring for dental student, residency and/or fellowship training programs. Recognition as a distinguished clinical teacher of students, residents, fellows, and continuing dental education participants. May have developed innovative teaching programs at local, regional, and national levels. Evidence of service as effective role model and mentor for dental students, trainees, and colleagues. Evidence of commitment to lifelong learning.
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. May 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 or public health practice. May have collaborative role in clinical trials or clinical investigation. May assume a leadership role in health care setting, hospital or in local, regional, or national professional clinical organizations. May participate in programs of national societies.	National reputation for outstanding accomplishment within his/her area of expertise. 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 or public health 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.

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Table J
STAFF EDUCATOR FACULTY MEMBER
(ADJUNCT SERIES)

Assistant Professor	Associate Professor	Professor
DMD/DDS, PhD degree or appropriate training for the job description and important commitment to teaching and service of the College.	Excellent service as assistant professor for a substantial time at UKCD (or its equivalent elsewhere) with record of excellent teaching and service.	Excellent service as associate professor at UKCD (or its equivalent elsewhere) with outstanding accomplishments in education.
Recognition or potential for recognition as excellent teacher for dental students, residents, graduate students, or other trainees.	Continuing excellence and high-quality contributions to the teaching mission. Recognition of high-quality may be available from formal peer evaluations, student evaluations, or teaching awards. Impact and value of teaching may be recognized beyond the local level, as demonstrated by invitations to teach at other hospitals, other dental schools, programs of professional societies, or continuing dental education courses, and excellent evaluations of that teaching.	Recognition for being an outstanding educator of dental students and residents. Impact should be apparent locally and nationally as may be demonstrated by invitations to teach in specialty societies and national continuing dental education programs. Impact may also be recognized by success or stature of trainees as determined by subsequent division chiefs or peers.
Evidence of high level of competence in chosen discipline or specialty.	Continued evidence of high level of competence in chosen area of emphasis with emerging local, regional or national reputation that may be demonstrated by activities outside the UK area.	Acknowledged leader in the area of emphasis. National reputation for superior accomplishments within area of expertise as demonstrated by invitation to prestigious professional societies, other academic recognitions or awards, and leadership role in department. This may be documented by testimonials of distinguished practitioners in same field.

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Statements of Evidence for Appointment, Promotion, and Tenure at the College of Dentistry

Below are lists of performance items that provide evidence of excellence by DOE categories. The list is not exclusive. Performance and career advancement should reflect the breadth, quality, sustainment of summative achievements and should be strongest in alignment with the faculty member's DOE and/or title series and consistent with their letter of appointment.

Evidence in Instruction

- Service as a role model of a practicing dentist for students, residents, fellows, and trainees
- Excellent alignment and/or development of course syllabus and materials and use of evidence-based guidelines consistent with accreditation standards and the UKCD mission
- Excellent to outstanding teaching performance (e.g., content presentation by lecturing, one-on-one teaching, conducting small groups/teaching rounds in a positive way)
- Selection for university or professional society outstanding teacher award
- Invitation and lecturing at grand rounds
- Invitation to teach at domestic or international institution
- Invitation to teach at CE events (institutional, regional, national, international)
- Receiving internal or external grant support for teaching/learning projects
- Evidence of success/excellence in recognition for instructional activities provided by:
 - Excellent learner feedback/ratings (e.g., reflect of presentation of material)
 - Excellent learner outcomes (board pass rates, residency/fellowship placements, etc.)
 - Excellent learner/trainee achievements, such as awards
 - Excellent teaching evaluations (scores compared to course average)

- Invitations to lecture/present outside educational unit
- Repeated invitations (“invite-backs”) provide evidence of strong teaching recognition
- Letters of support from course directors indicating excellence in the specific role and contributions of the faculty member
- Letters of support from trainees/faculty colleagues attesting to excellence in role

Evidence in Educational Direction & Leadership

- Outstanding direction of trainee creative scholarship
- Leadership role in administering UKCD (DMD/grad) courses (i.e., Course Director)
- Developing a new course that fills an identified need in the curriculum
- Evidence course(s) are taught at rigorous/challenging level with recognized excellence
- Directing graduate student thesis/dissertation research
- Participation/led teaching workshops
- Leadership role / significant contributions to teaching programs (certificate courses, scholar/fellowship programs, residencies) at local, regional, or national levels

Mentoring & Advising

- Significant contribution to the professional development of students
- Evidence of student mentoring (professional or graduate students)
- Outstanding performance as advisor to undergraduate, graduate or professional students
- Evidence of junior faculty mentoring
- Member or Chair of graduate student advisory committees
- Evidence of success/excellence in mentoring/advising activities is provided by:
- Placement of graduate students or post-doctoral fellows into academic, scholarly or professional positions
- Trainee/learner accomplishments such as board pass rates

- Trainee/learner publications, presentations, awards
- Trainee/mentee accomplishments: completion, position placement, promotion, funding, publications, etc.
- Letters of support from trainees or faculty colleagues attesting to excellence in role
- Participation in specialty board review courses, self-assessment guides or board question development

Research & Scholarly Activities

- Presentation of scholarly work at local, regional, national and/or international meetings
- Invited speaker of scholarly topic at local, regional, national and/or international meetings
- Production of patient-related education projects, workshops, or laboratories
- Production of widely used text, webinar, or video
- Providing training sessions
- Publication of letter to the editor or case reports
- Publication of scholarly books, or chapters, or monographs
- Publications in refereed journals
- Editing a scholarly book or volume of a journal
- Grant applications
- Substantial extramural, peer-reviewed, funding as principal investigator or project leader
- Receiving major fellowship or research award
- 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)
- Frequent citation of publications (H-index)

- Serving as editor or member of editorial board of peer-reviewed journals
- Serving as a member of review panel for national research organization
- Successful acquisition of patents and other intellectual properties
- Evidence of success/excellence in research/ scholarly activities when not self-evident by the faculty holding PI funding or senior author status is provided by:^a

Service

- Serving the public either by direct patient care or through volunteerism with development of greater than local reputation for excellence in clinical practice.
- Serving on committees in the UKCD, UK Healthcare, and University
- Leading by service as Chair of committees in the UKCD, UK Healthcare and University ^a
- Leading by service as an officer or an active committee or subcommittee member in a regional, national or international professional organization
- Presenting continuing education at the local, regional, and/or national level
- Serving an administrative leadership role at UK or its affiliated institutions
- Serving as program chair or in a similar position at a national or international meeting
- Serving as an officer or active member in the Faculty Senate or Faculty Council
- Serving as an officer or active member in major committees at the University/VA hospital, or other patient care-related facilities
- Serving as a member of the IRB or IACUC research committees
- Serving on a governmental commission, task force, or board or certifying board
- Evidence of success/excellence in administration and leadership activities is provided by:
 - Creating a shared vision of processes and/or implementation of important processes that create a sustainable organization
 - Letters of support from committee members or chair; ascension up ranks (e.g., regional committee to national committee, committee

member to chair); assignment of measurable effort to role (on DOE; maintenance of this effort year to year is evidence of success in the position)

- Recognition for excellence/being an authority in an area by professional societies

Service / Patient Care

- Substantial involvement in local, regional, national and international humanistic activities and volunteerism (i.e., provision of services to the local community and public at large)
- Developing, devising, introducing, and/or evaluating new approaches to patient care
- Ongoing collaborative role in clinical trials or clinical investigation.
- Provision of unusual types of service not otherwise available in the region
- Organizer of state, regional, national or international conference or symposium specifically addressing clinical care
- Evidence of excellent performance as a director of a clinical area/entity
- Serving as a director, consultant, or board examiner at local, regional, national, and/or international levels
- Evidence of advancement of clinical skills/knowledge in the field / evidence of success/excellence in clinical activities as provided by:
 - Recognition by peers of excellence in clinical activities,
 - Recognition by program(s), board certification, or advanced degree(s).
 - Clinical productivity data compared to peers within specialty (e.g., number of patient encounters, consultations, referrals from outside
 - Patient satisfaction scores compared to peers or standards
 - Evidence of direct-to-provider referrals (i.e., attracts patients from local, regional, national area)
 - Letters of support from clinical colleagues/peers (within or outside institution)
 - Quality metrics (e.g., outcomes of procedures, infection rates)

Professional Development and Reputation

- Attendance at professional scientific organization meeting(s)
- Attendance at continuing education course(s) and/or maintenance of certification hours
- Preparation and presenting continuing education
- Creating and providing media presentations based on professional qualifications
- Attendance at board review course
- Taking certifying board examination(s)
- Attendance at professional scientific organization meetings as an officer
- Serving on extramural local, regional, or national/international organizations
- Developing standards or guidance documents for patient care
- Serving as a peer reviewer for peer reviewed journals
- Serving as an abstract reviewer for local, regional or national/international society
- Serving as editor or editorial board member of a peer reviewed journal
- Serving as member or ad hoc participant of a study section/review panel for national/international scientific organization
- Board certification/ re-certification status

^a Letters of support from the study PI or senior author of the publications indicating the specific role and contributions of the faculty member (Examples of unique creative contributions could include conception and design of the project; program evaluation; clinical support; analysis and interpretation of data; intellectual contribution to grants and manuscripts; and administrative, technical, supervisory or material support of the project. These efforts may not require or result in independent funding). For team science projects letters of support should assess the faculty member's contribution as major, moderate, or minor (defined below). Contributions assessed as "major" should be considered as equivalent to first or last authorship.

1) Major: substantive input into overall design of research protocol or manuscript; regular participation in study meetings with input on a range of issues or protocol amendments; planning and directing analyses that span the breadth of the protocol.

2) Moderate: input into one or more specialist areas of a protocol or manuscript; regular participation in data collection, analysis, management, or quality control activities on a specific aspect that contributes to overall project, but without direct input into the overall project; assistance with revision/ resubmission/ rebuttal of a manuscript or project.

3) Minor: provision of critical review to sharpen a research protocol or manuscript without major substantive changes; advising only on specific issues when requested by the PI (e.g., – not regularly involved), performance of data acquisition or analysis without participation in the overall project.