

Statements of Evidence of Activity for Appointment, Promotion, and Tenure in the Department of Psychiatry

College of Medicine, University of Kentucky

Approved by the Psychiatry Executive Advisory Committee on 3/18/2026

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

1. The following include general principles that are achievable for our faculty:
 - a. Faculty are not necessarily expected to meet all milestones or Distribution of Effort (DOE) categories, but overall activities should meet or exceed departmental milestones for appointment, promotion and tenure. *the only exception is the category of 'Clinical Service' for faculty who are either not involved in or do not have significant opportunities to take part in clinical care (i.e. RTS/STS faculty). To be considered for promotion, all faculty members must meet the terms outlined in their letters of appointment (or reappointment) consistent with the Departmental Statement of Evidence. As part of an academic medical center, each faculty member will demonstrate excellence in areas consistent with their DOE.
 - b. The absence of a specific DOE category in the letter of appointment (or reappointment) does not preclude promotion requirements set forth in that DOE category.
2. In general, reputation by rank is as follows:
 - a. Assistant Professor- Local achievements and recognition
 - i. Local – Within the Department of Psychiatry
 - b. Associate Professor - Regional achievements and recognition
 - i. Outside of College of Medicine/ UK HealthCare system within Kentucky and/or the contiguous surrounding States
 - c. Professor—National or International achievement and recognition
 - i. Outside of Kentucky and Kentucky's contiguous surrounding States or outside of the USA
3. On a case-by-case basis, exceptions to using Department Policies and Definitions may be approved by the Department Chair. Such expectations must be clearly indicated in the offer letter from the Department Chair.
4. Title Series are associated with each position in the Department of Psychiatry and cannot be changed; however, faculty are eligible to apply for a new position in a new

- Title Series at any time with the approval of the Department Chair and endorsement by the Department of Psychiatry Appointments, Promotion and Tenure (APT) committee. Any appointment to a new Title Series must also be approved through the usual College and University procedures. There is no “time clock” limitations on applying to new Title Series positions.
5. The faculty member will follow the established rules and regulations of the University of Kentucky as it pertains to timing of promotion and tenure. Promotion that occurs earlier than six years in rank is unusual; however, such requests will be reviewed by Department of Psychiatry APT committee. If the APT committee recommends an early promotion request, final approval rests with the Department Chair.

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

Below are lists of common performance items stratified by DOE categories. Performance should be strongly aligned with a faculty member’s DOE and/or the Clinical Title Series. It is important to note that the level of achievement expected by a faculty member as it pertains to these performance lists needs to be commensurate with their promotional rank within the Clinical Title Series. These lists are not comprehensive but they should be sufficient for most applications for promotion.

A. Instruction

1. Outstanding teaching performance
2. Selection for a university or professional society outstanding teacher award (E.g.: Abraham Flexner Award)
3. Receipt of awards for research or academic performance by the faculty member’s students
4. Receiving external grant support for teaching/learning projects
5. Receiving on a competitive basis internal funding for teaching
6. Invitation to teach at domestic or international institution
7. Invitation to teach at CME events (institutional, regional, national, international)
8. Oral or poster presentations at regional or national conferences on topics related to education
9. Evidence of success/excellence in recognition for instructional activities is provided by:
 - a. Learner ratings/evaluation
 - b. Learner outcomes (board pass rates, residency/fellowship placements, etc.)
 - c. Learner achievements, such as awards
 - d. Teaching evaluations (scores compared to course average)
 - e. Repeated invitations (“invite-backs”)
 - f. Letters of support from course directors indicating the specific role and contributions of the faculty member

B. Mentoring and Advising

1. Significant contribution to the professional development of students
2. Outstanding performance as a departmental undergraduate or graduate advisor
3. Evidence of student mentoring (professional or graduate students)
4. Evidence of provision of junior faculty mentoring
5. Member or Chair of graduate student advisory committees
6. Evidence of success/excellence in mentoring/advising activities is provided by:
 - a. Trainee/learner accomplishments such as board pass rates
 - b. Trainee/learner publications or presentations
 - c. Mentee faculty accomplishments – promotion, funding, publications, etc.
 - d. Letters of support from trainees
 - e. Letters of support from faculty colleagues attesting to excellence in role
7. Extensive participation in resident and/or student recruitment and selection
8. Provision of thoughtful and useful evaluative input to Program Directors
9. Service on the COM Admissions Committee or other relevant COM educational committees

C. Direction and Leadership

1. Evidence of success/excellence in mentoring/advising activities is provided by:
 - a. Trainee (graduate/post-graduate) publications, presentations, awards
 - b. Trainee degree completion/ position placement
 - c. Re-appointment in directorship role (“invite-backs”) provide evidence of strong leadership
 - d. Letters of support from trainees or faculty peers
 - e. Participation in specialty board review courses, self-assessment guides, or board question development
 - f. Other ways to demonstrate leadership include:
 - i. Direction or leadership role in administering COM courses
 - ii. Direction or leadership role in administering Graduate Medical Education programs
 - iii. Developing a new course that fills an identified need in the curriculum
 - iv. Evidence of courses taught at a rigorous and challenging level, with recognized excellence
 - v. Conducting teaching workshops
 - vi. Letters of support from Committee chair or group leader indicating the specific role and contributions of the faculty member.
2. Organizer of state, regional, national or international conference or symposium

D. Research/Scholarly Activity

1. Evidence of receipt of additional research training (E.g., fellowship training, graduate work in research)

2. Publications in journals
3. Significant publication and/or funding resulting from collaborative efforts with researchers in other fields where the faculty member occupies a substantial role in research
4. Publication of a chapter in a scholarly book
5. Serving as editor or member of editorial board of peer-reviewed journals
6. Presentation of invited papers at international and national meetings
7. Successful acquisition of patents and other intellectual properties
8. Letters from trainees indicating the faculty member's role in their degree completion and/or position placement
9. Letters of support from faculty peers indicating the faculty member's role

E. Service

1. Administration and Leadership

- a. Being an officer or an active committee or subcommittee member in a national or international professional organization
- b. Being an officer or an active committee or subcommittee member in a regional or state professional organization
- c. Serving on a governmental commission, task force, or board
- d. Serving an administrative leadership role at UK or its affiliated institutions
- e. Serving as program chair or in a similar position at a national or international meeting
- f. Serving as an officer or active member in the Faculty Senate or Faculty Council
- g. Serving as an officer or active member of major COM or Department of Psychiatry committees
- h. Serving as an officer or active member in major committees at the University hospital, VA hospital or other patient care-related facilities
- i. Serving as a member of the IRB or IACUC research committees
- j. Evidence of success/excellence in administration and leadership activities provided by:
 - k. Letters of support from committee members or chair
 - l. Evidence of ascension up ranks (regional committee to national committee, committee member to chair, for example)
 - m. Assignment of measurable effort to role (on DOE; maintenance of this effort year to year is evidence of success in the position)
 - n. Other evidence of service to the department, University, community and/or professions

2. Patient Care

- a. Evidence of excellence in professional service to the local community and public at large
- b. Number of patient encounters
- c. Number of patient referrals from outside the university
- d. Provision of types of service not otherwise available in the region
- e. Organizing innovative types of patient care programs

- f. Evidence of excellent performance as medical director of various clinical entities
- g. Serving as clinical care consultant at national and international levels
- h. Evidence of substantial involvement in local, regional, national and international humanistic activities and volunteerism
- i. Evidence of success/excellence in clinical activities is provided by:
- j. Clinical productivity data compared to peers within specialty as applicable
- k. Patient satisfaction scores compared to peers as applicable
- l. Evidence of direct to provider referrals
- m. Letters of support from clinical colleagues/peers (within or outside institution)
- n. Quality metrics (e.g. LOS, O/E, infection rates)

F. Professional Development/Reputation

- 1. Continuing medical education and/or maintenance of certification hours
- 2. Board certification/ re-certification status

Section III: Statements of Evidence for Appointment, Promotion, and Tenure in the Regular/Special Title Series

These statements of evidence pertain to both the regular and special title series tracks. It is important to note that faculty in the regular title series are expected to develop an ongoing track-record of success that demonstrates excellence in research. As such, special emphasis should be placed on the Research and Scholarly Activity section of the statements of evidence. Faculty in the special title series are expected to develop an ongoing track-record of success that demonstrates excellence in pedagogy and training. As such, special emphasis should be placed on the Instruction section of the statements of evidence. When important clarifications between regular and special title series tracks are warranted throughout this document, they are identified using parentheses after the specific statement of evidence (e.g., Scholarly publications in peer reviewed journals related to field of expertise. (Special title series)).

Below are lists of common performance items stratified by DOE categories. Performance should be strongly aligned with a faculty member's DOE and/or the Regular or Special Title Series. It is important to note that the level of achievement expected by a faculty member as it pertains to these performance lists needs to be commensurate with their promotional rank within the regular or special title series. These lists are not comprehensive but provide guidance for most applicants seeking promotion and tenure.

A. Instruction

These statements of evidence are particularly relevant for the special title series and warrant additional weight and consideration in the evaluation. These instruction related statements of evidence should carry less weight for the regular title series relative to the statements of evidence in the "In Research/ Scholarly Activity" section.

- 1. Outstanding teaching performance

2. Selection for a university or professional society outstanding teacher award (E.g.: Abraham Flexner Award)
3. Receipt of awards for academic performance by the faculty member's students
4. Receiving external grant support for teaching/learning projects
5. Receiving on a competitive basis internal funding for teaching
6. Invitation to teach at domestic or international institution
7. Invitation to teach at CME events (institutional, regional, national, international)
8. Oral or poster presentations at regional or national conferences on topics related to education
9. Instructional activities as evidenced by:
 - a. Learner ratings/evaluation
 - b. Learner outcomes (board pass rates, residency/fellowship placements, etc.)
 - c. Learner achievements, such as awards
 - d. Teaching evaluations (scores compared to course average)
 - e. Repeated invitations ("invite-backs") provide evidence of strong teaching recognition
 - f. Letters of support from medical student, residency or fellowship course directors indicating the specific role and contributions of the faculty member

1. Mentoring and Advising:

- a. Contribution to the professional development of students
- b. Departmental undergraduate or graduate advisor
- c. Student mentoring (professional or graduate students)
- d. Junior faculty mentoring
- e. Member or Chair of graduate student advisory committees
- f. Mentoring/advising activities as evidenced by:
 1. Placement of graduate students, post-doctoral fellows, residents or fellows into academic, scholarly or professional positions
 2. Trainee/learner accomplishments such as board pass rates
 3. Trainee/learner publications or presentations
 4. Mentee faculty accomplishments – promotion, funding, publications, etc.
 5. Letters of support from trainees
 6. Letters of support from faculty colleagues attesting to excellence in role
 7. Extensive participation in resident and/or student recruitment and selection
 8. Service on the COM Admissions Committee

2. Direction and Leadership:

- a. Direction of graduate research or creative activity
- b. Direction or leadership role in administering COM courses
- c. Direction or leadership role in administering Graduate Medical Education programs
- d. Developing a new course that fills an identified need in the curriculum
- e. Teaching courses
- f. Direction of graduate student thesis or dissertation research

- g. Mentoring/advising activities as evidenced by:
 - 1. Trainee (graduate/post-graduate) publications, presentations, awards
 - 2. Trainee degree completion/ position placement
 - 3. Re-appointment in directorship role (“invite-backs”) provide evidence of strong leadership
 - 4. Letters of support from trainees or faculty peers
 - 5. Participation in specialty board review courses, self-assessment guides, or board question development
 - 6. Letters of support from Committee chair or group leader indicating the specific role and contributions of the faculty member.

3. Publications:

- a. Scholarly publications in peer reviewed journals related to education and/or curricular development. (Regular title series)
- b. Scholarly publications in peer reviewed journals related to field of expertise. (Special title series)

B. Research/Scholarly Activity

These statements of evidence are particularly relevant for the regular title series and warrant additional weight and consideration in the evaluation. These research/scholarly activity related statements of evidence should carry less weight for the special title series relative to the statements of evidence in the “In Instruction” section.

- 1. Extramural, peer-reviewed, funding as principal investigator or project leader
- 2. Receiving research recognition award
- 3. Completed research fellowship
- 4. Publications in credentialing journals
 - a. First or Senior author publications carry the most weight (regular title series)
 - b. Co-authorship is acceptable except in the case of papers published in pedagogy journals where first or senior author carry the most weight (special title series)
- 5. 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-principal investigator, other significant contributor, or key personnel on grants)
- 6. Publication of scholarly book(s) (special title series primarily)
- 7. Publication of a chapter in a scholarly book demonstrating expertise in field of inquiry
- 8. Editing a scholarly book
- 9. Citation of publications
- 10. Serving as editor or member of editorial board of peer-reviewed journals
- 11. Serving as a member of review panel for national research organization
- 12. Presentation of invited papers at international and national meetings
- 13. Acquisition of patents and other intellectual properties
- 14. Research/scholarly activities when not self-evident by the faculty holding PI funding or senior author status as evidenced by:
 - 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; data collection clinical support; analysis and interpretation of data; intellectual contribution to grants and manuscripts; administrative, technical, supervisory or material support of the project and subject recruitment. These efforts may not require or result in independent funding.

15. 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.
 - a. 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.
 - b. 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.
 - c. 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.
16. Letters of support from faculty peers indicating the faculty member's role

C. Service

1. Administration and Leadership

- a. Being an officer or an active committee or subcommittee member in a national or international professional organization
- b. Being an officer or an active committee or subcommittee member in a regional or state professional organization
- c. Serving on a governmental commission, task force, or board
- d. Participation in governmental policy development and/or implementation
- e. Serving an administrative leadership role at UK or its affiliated institutions
- f. Serving as program chair or in a similar position at a national or international meeting
- g. Serving as an officer or active member in the Faculty senate or Faculty council
- h. Serving as an officer or active member of major COM or Department of Psychiatry committees
- i. Serving as an officer or active member in major committees at the University hospital, VA hospital or other patient care-related facilities
- j. Serving as a member of the IRB or IACUC research committees
- k. Serving as Director of a University Center or Institute
- l. Administration and leadership activities as evidenced by:
 - a. Letters of support from committee members or chair

- b. Rank ascension (i.e., regional committee to national committee, committee member to chair)

2. Patient Care

- a. Professional service to the local community and public at large
- b. Number of patient encounters
- c. Provision of types of service not otherwise available in the region
- d. Organizing innovative types of patient care programs
- e. Performance as medical director of various clinical entities
- f. Serving as clinical care consultant at national and international levels
- g. Involvement in local, regional, national and international humanistic activities and volunteerism
- h. Clinical activities as evidenced by:
 - a. Clinical productivity data compared to peers within specialty as applicable
 - b. Patient satisfaction scores compared to peers as applicable
 - c. Provider referrals
 - d. Letters of support from clinical colleagues/peers (within or outside institution)
 - e. Quality metrics (e.g. LOS, O/E,)

3. Professional Development

- a. Service on extramural local, regional, or national/international organizations
- b. Editor or editorial board member of a peer reviewed journal
- c. Member or ad hoc participant of a review panel for national/international research organization
- d. Service as a peer reviewer for peer reviewed journals
- e. Service as an abstract reviewer for local, regional or national/international society
- f. Media presentations based on professional qualifications
- g. Continuing medical education and/or maintenance of certification hours
- h. Board certification/ re-certification status

Section IV: Statements of Evidence for Appointment, Promotion, and Tenure in the Adjunct Title Series

Faculty in the Adjunct Title Series are individuals employed by a non-University agency or by the University with primary appointments in non-faculty positions, who contribute significantly to the education mission of the University.

A. Instruction

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

Faculty in the Adjunct Title Series may also contribute meaningfully through service, administration, leadership, and scholarly activity, and these efforts are important considerations in the promotion process. Service and leadership contributions can include active participation on departmental, university, regional, or national committees; engagement in outreach, mentoring, or pathway programs; leadership roles within the University; involvement with governmental or professional organizations; participation in patient advocacy groups; and contributions to accreditation, advisory boards, or community partnerships. Similarly, research and scholarly activities may include developing and evaluating educational innovations, presenting at regional/national meetings, contributing to peer reviewed publications, serving as journal reviewers or editorial board members, developing exam content, collaborating on clinical/health services research, participating in quality improvement initiatives, or mentoring learners on scholarly projects. When faculty in the Adjunct Title Series pursue promotion, all such professional activities, when aligned with their role, will be recognized as important indicators of academic engagement and contribution.

Section V: Statements of Evidence for Appointment, Promotion, and Tenure in the Voluntary Title Series

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

A. Criteria for Appointment and Promotion

1. Assistant Professor at the University of Kentucky (Local Recognition/within the Department)

Appointment, reappointment or promotion to the rank of assistant professor shall be made after it has been determined that the individual has earned the terminal degree appropriate to the field of assignment as recognized by the academic discipline, has capability for excellent instruction and demonstrates potential for significant growth.

Faculty newly appointed into Psychiatry who had attained a specific rank at a recognized academic institution, would typically be appointed to the same rank within Psychiatry.

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

2. Associate Professor at the University of Kentucky (Regional Recognition outside the Department or the UK COM)

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

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

- a. Outstanding teaching performance in terms of quality and quantity as evidenced by excellent evaluations by at least 15 different learners over a period of at least five years.
- b. Selection for a university or professional society outstanding teacher award.
- c. Receipt of awards for academic performance by the faculty member's students, residents or fellows.
- d. Service as Course/Clerkship Site Director or Residency or Fellowship Director over a period of at least five years.
- e. Serves as a representative on medical education (undergraduate, graduate, or biomedical),

college of medicine, or university committees.

- f. Letters of support from course/clerkship director and residency directors indicating the specific role and contributions of the faculty member.
- g. Mentorship of medical students, residents or fellows in research activities.
- h. Leadership or service to state specialty society or subcommittee.
- i. Scholarly activity, such as generating new or creative curriculum that is shared in a publication, online or in educational papers; making presentations at regional conferences.

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

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

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

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

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

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