

Department of Internal Medicine Comprehensive Examples of Evidence's of Activity Appropriate for Use in Guiding the Evaluations for Promotion and Tenure

Department Policies for Promotion and Tenure:

1. The following include general principles that are achievable for all members of our faculty:
 - 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
 - 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
 - To be considered for promotion in any title series, 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, it is expected that each faculty member will demonstrate excellence in areas to which they have assigned effort.
 - For those with UK HealthCare clinical privileges, to be considered for promotion, faculty must be meeting Medical Staff requirements for board certification or be in good standing with an approved exemption and maintaining certification in their practice area.
 - It is expected that all faculty will work toward the advancement of their professional development
 - In general, reputation by rank is as follows:
 - Assistant Professor- Local achievements and recognition
 - Associate Professor- Regional achievements and recognition
 - Full Professor - National/International achievements and recognition
 - Below are the general guidelines defining local, regional, or national reputation. Regional and National definitions for Clinical Title Series are subdivided into rankings (progressive rankings indicate progressive expansion of reputation). Note that for appointments and promotion to Clinical Professor in Clinical Title Series, UK Administrative Regulation 2:6 states, “the individual is an outstanding practitioner and that regional, and perhaps national, recognition has been accorded the individual and beyond that, excellence in areas of emphasis has been achieved and appropriately documented with evidences appropriate to these areas.”
 - Clinical Title Series:
 - Local: within division
 - Regional: (1) Outside of Division, within Department, (2) Outside of Department, (3) Outside College of Medicine
 - National: (1) Outside UK, (2) Outside Kentucky
 - Regular, Research, Special, Adjunct, or Voluntary Title Series:
 - Local: within College of Medicine
 - Regional: Beyond COM, UK Healthcare system
 - National: Outside Kentucky
2. Exceptions to use of Department policies and definitions may be made on a case-by-case basis by the Department Chair with the agreement of the Division Chief. Such expectations need to be clearly indicated in the offer letter from the Chief/Chair.
 - This exception recognizes that individual faculty members may have unique contributions or circumstances that may need to be taken into account on a case-by-

case basis, for example, faculty working as nocturnists, or faculty with essentially no ability to undertake any academic activities (administrative, scholarly, educational

3. Title series changes cannot occur; however, faculty are eligible to apply for a new position in a new Title series at any time. The faculty member will be considered for appointment to a new title series position per the usual Department and College procedures. There is no “time clock” limitations on applying to new title series positions.
4. While promotion is not based on time in position, submission for promotion earlier than 5-6 years in rank in cases where a successful academic trajectory is demonstrated in fewer than 5 years, may be considered with Departmental support by the Faculty member, Division Chief, Chair, and Department APT committee.
5. Faculty appointments in the Department of Internal Medicine are made in the voluntary, adjunct, research, and clinical title series (non-tenure track) or in the tenure track eligible positions (Special or Regular Title Series). Appointment processes are governed by the relevant administrative regulations:
 - The Regular Title Series is covered by [AR 2:2-1](#)
 - The Special Title Series is covered by [AR 2:4](#).
 - The Research Title Series is covered by [AR 2:5](#)
 - The Clinical Title Series is covered by [AR 2:6](#).
 - The Adjunct Title Series is covered by [AR 2:8](#).
 - The Voluntary Title Series is covered by [AR 2:10](#)

Department Statements of Evidence for Appointment Promotion and Tenure:

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

Regular Title Series: Faculty in the Regular title series are expected to have service in the following areas: teaching, advising and other instructional activities; research or other creative activity; and service to the institution, the profession and the public. Regular title series is a tenure track appointment. Expectations for excellence should align with areas of assignment on the DOE.

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

Clinical Title Series: Faculty in the Clinical title series are expected to have service mainly focused on clinical practice, service to clients or patients, and experiential training of students of the profession. Clinical title series is not a tenure eligible appointment, and this appointment does not necessarily include research or creative work. Expectations for excellence should align with areas of assignment on the DOE.

Research Title Series Faculty in the Research title series are expected to have service focused only on participation in research. These faculty are not permitted to have any regularly scheduled teaching or service assignments. The majority of faculty in the Research title series will participate

in team science research. Research title series is not a tenure eligible appointment. Expectations for excellence should align with areas of assignment on the DOE, with the notable exception that these faculty are not expected to have attained independence in research or creative work but rather show evidence of continuous improvement and contributions in research or other creative activity.

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

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.

Instruction:

- Outstanding teaching performance
- Selection for a university or professional society outstanding teacher award
- Receipt of awards for research or academic performance by the faculty member's students
- Receiving external grant support for teaching/learning projects
- Receiving on a competitive basis internal funding for teaching
- Invitation to teach at domestic or international institution
- Invitation to teach at CME events (institutional, regional, national, international)
- 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 for an invited lecture or course (scores compared to course/rotation average)
 - e. Repeated invitations ("invite-backs") provide evidence of strong teaching recognition
 - f. Letters of support from course/program directors indicating the specific role and contributions of the faculty member

Mentoring and Advising:

- Significant contribution to the professional development of students
- Outstanding performance as a departmental undergraduate or graduate advisor
- Evidence of student mentoring (professional or graduate 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:
 - a. Placement of graduate students or post-doctoral fellows into academic, scholarly or professional positions
 - b. Trainee/learner accomplishments such as board pass rates
 - c. Trainee/learner publications or presentations
 - d. Mentee faculty accomplishments – promotion, funding, publications, etc
 - e. Letters of support from trainees
 - f. Letters of support from faculty colleagues attesting to excellence in role

Direction and Leadership:

- Outstanding direction of graduate research or creative activity
- Direction or leadership role in administering COM courses
- Direction or leadership role in administering Graduate Medical Education programs
- Developing a new course that fills an identified need in the curriculum
- Evidence of courses taught at a rigorous and challenging level, with recognized excellence
- Direction of graduate student thesis or dissertation
- Leading teaching workshops
- 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. Letters of support from Committee chair or group leader indicating the specific role and contributions of the faculty member.

Publication / Dissemination:

- Scholarly publications related to teaching
- Presentation of education related workshops (locally, regionally, nationally)

Research/Scholarly Activity:

- Substantial extramural, peer-reviewed, funding as principal investigator or project leader
- Receiving major fellowship or research award
- Publications in refereed journals
- 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)
- Publication of scholarly book(s)
- Publication of a chapter in a scholarly book
- Editing a scholarly book
- Frequent citation of publications
- Serving as editor or member of editorial board of peer-reviewed journals
- Serving as a member of review panel for national research organization
- Presentation of invited papers at international and national meetings
- 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. 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).
- b. 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.
 - i. 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.
 - ii. 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.
 - iii. 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 (eg – not regularly involved), performance of data acquisition or analysis without participation in the overall project.
 - c. Letters from trainees indicating the faculty member's role in their degree completion and/or position placement
 - d. Letters of support from faculty peers indicating the faculty member's role

Service:

Administration and Leadership:

- Being an officer or an active committee or subcommittee member in a national or international professional organization
- Being an officer or an active committee or subcommittee member in a regional or state professional organization
- Serving on a governmental commission, task force, or board
- 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 of major COM or Department of Internal Medicine committees
- Serving as an officer or active member in major committees at the University hospital, VA hospital or other patient care-related facilities
- Serving as a member of the IRB or IACUC research committees
- Evidence of success/excellence in administration and leadership activities is provided by:
 - a. Letters of support from committee members or chair
 - b. Evidence of ascension up ranks (regional committee to national committee, committee member to chair, for example)
 - c. Assignment of measurable effort to role (on DOE; maintenance of this effort year to year is evidence of success in the position)

Patient Care:

- Evidence of excellence in professional service to the local community and public at large
- Number of patient encounters
- Number of patient referrals from outside the university
- Number of patient consultations
- Provision of unusual types of service not otherwise available in the region
- Organizing innovative types of patient care programs
- Organizer of state, regional, national or international conference or symposium specifically addressing clinical care
- Evidence of excellent performance as medical director of various clinical entities
- Serving as consultant at national and international levels
- Evidence of substantial involvement in local, regional, national and international humanistic activities and volunteerism
- Evidence of success/excellence in clinical activities is provided by:
 - a. Clinical productivity data compared to peers within specialty (EPAT ratio, wRVUs compared to FPSC data, etc)
 - b. Patient satisfaction scores compared to peers (CG-CAHPS, HCAHPS)
 - c. Evidence of direct to provider referrals
 - d. Letters of support from clinical colleagues/peers (within or outside institution)
 - e. Quality metrics (e.g. LOS, O/E, infection rates)

Professional Development/ Reputation:

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

Ethical Standards and Collegial Behavior for all Title:

Faculty should demonstrate behaviors and attitudes consistent with the college's tenets of excellence, competence, respect, flexibility, communication, and learning. Fostering a supportive, positive, and professional work culture is vital to the success of the college, and university by:

- Demonstrating strong commitment to ethical behavior across all areas
- Exhibiting strong and active participation in essential activities associated with the school's mission and goals to produce innovative solutions through multi-disciplinary collaborations
- Being responsible and dependable

- Showing respect for colleagues, students, and stakeholders with disparate perspectives
- Collaborating with faculty in the department, the school/college, the university, and the profession
- Exhibiting collegiality

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