

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

**Department of Pathology & Laboratory
Medicine**

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Approved 00/00/0000

UK Department of Pathology & Laboratory Medicine
Statements of Evidence for Appointment, Promotion and Tenure

Appointment

Appointment of a new faculty member in any Title Series in the Department of Pathology & Laboratory Medicine is in accordance with University of Kentucky Administrative Regulations 2:1-1 (2016) and is further determined by recommendation of the Department Chair after consultation with the Vice Chairs, tenured faculty, Medical Division Directors and appropriate faculty members. Criteria, guidelines and examples of excellence and effectiveness in clinical service, education, administrative service, research and professional development for these appointments are outlined in this document.

Promotion

Promotion is the means by which the Department of Pathology & Laboratory Medicine encourages, recognizes and rewards academic/scholarly achievement and clinical productivity. The Department strives to maintain faculty excellence in clinical service, education, research and professional development. In keeping with University regulations, promotion will be based upon the demonstration of professional competence, productivity, and achievement as judged by defined criteria in the areas of teaching, research, scholarly activities, and clinical service.

Faculty promotion shall be evaluated through peer review within the department and when appropriate, external to the department using clear standards for outstanding performance of clinical and academic responsibilities, consistent with expectations for faculty. All faculty shall carry out their academic responsibilities as outlined in their job descriptions and Distributions of Effort (DOEs). Annual evaluation procedures shall provide multiple outcomes, including information for department planning, merit salary decisions if possible, progress toward promotion, differential allocation of effort, and strategies for development.

To be considered for promotion, all faculty members must meet the terms outlined in their letters of appointment (or reappointment) and job description which should be consistent with the Departmental Statements of Evidence and DOE. As part of an academic medical center, it is expected that each will demonstrate excellence in clinical instruction (where time is allocated), but additionally, each must have convincing evidence of success in other areas of emphasis such as clinical skill, scholarship, research, administrative work, etc.

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 this new title series position per the usual Department and College procedures. There is no “time clock” limitation on applying to new title series positions.

While promotion is not based on time in position, submission for promotion earlier than 5-6 years in rank is unusual but may be considered with Departmental support by the Faculty member, Chair and Department.

The Department of Pathology and Laboratory Medicine supports six Title Series, which the Department Chair and the consulted faculty use to guide faculty career development:

Adjunct Title Series (Non-Tenure)

Faculty members with an appointment in the Title Series are individual employed by a non-University agency or by the University with primary appointment in non-faculty positions, who contribute significantly to the instructional or research missions of the University.

Clinical Title Series (Non-Tenure)

Faculty members with an appointment in this Title Series participate primarily in the clinical, educational and administrative activities of the Department, with the expectation of collaborative scholarly activities. General criteria for promotion include; excellence in patient care and clinical service, clinical instruction and mentoring of fellows, residents, medical students, and other health professional students, administration with an emphasis on provider and patient satisfaction, clinical reputation, scholarly activities appropriate to distribution of effort and other contributions to the medical center and university.

Research Title Series (Non-Tenure)

Faculty members with an appointment in this Title Series demonstrate the ability to design and conduct original research as evidenced by first-authored or senior-authored, peer-reviewed publications and extramural funding. These activities include obtaining extramural funding as evidenced by the submission of research proposals to extramural funding agencies, achieving recognition and scientific competence as evidenced by participation or membership in professional organizations, establishment of a reputation in the specialty area as evidenced by presentations and publication in peer-reviewed journals.

Special Title Series (Tenure Track)

Faculty members with an appointment in this Title Series have an expectation of producing scholarly work in addition to participating in the clinical, educational and administrative activities of the Department and university. These activities involve or interface with patient care, and scholarly activities involve human subjects or issues directly related to patient care (e.g., health care delivery, health policy). General criteria for promotion include; excellence in patient care and clinical service, teaching and reputation, and administration with an emphasis on development of a focused scientific identity with innovation, and an established record of scholarship evidenced by publications and presentations. Evidence of mentoring and training of fellows, residents, and/or students is required.

Regular Title Series (Tenure Track)

Faculty members with an appointment in this Title Series participate primarily in research activities, in addition to participating in the educational and administrative activities of the Department or University. General criteria for promotion include; development of a focused scientific identity with innovation, and an established record of scholarship evidenced by publications and presentations. Evidence of mentoring and training of fellows, residents, and/or students is required.

Voluntary Title Series

Voluntary faculty play a vital role in teaching residents of the Department of Pathology and Laboratory Medicine. The voluntary 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.

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

	Adjunct, Voluntary or Clinical Title Series	Regular, Research or Special Title Series
Local	Within division	Within College of Medicine
Regional	(1) Outside of Division, within Department (2) Outside of Department (3) Outside of College of Medicine	Beyond COM/ UK Healthcare system
National	Outside of Kentucky	Outside of Kentucky

NOTE: The criteria and examples listed below are to guide faculty, administrators, and the College of Medicine APT committee in evaluating metrics for appointment and promotion of individual faculty. These are only examples, not comprehensive lists of criteria. Nothing is implied suggesting a faculty member should meet all listed criteria, and when being evaluated for promotion, the volume of activity should be weighed against effort percentages in the faculty member's DOE. As described above, there are different expectations for faculty performance within the different title series, and thus performance should only be evaluated in areas applicable to a faculty's title series and their DOE.

Criteria for Appointment at Instructor/Assistant Professor (Adjunct, Clinical, Regular, Research, Special Title Series)

Requirements

- Terminal degree.
- MD or equivalent degree faculty should be eligible or be certified by the American Board of Pathology.
- MD, PhD or equivalent degree faculty should be eligible or be certified by an appropriate CLIA deemed certification board for an appropriate area of subspecialty expertise.

Instruction

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

- Demonstrated excellence in teaching of medical students, residents, fellows, continuing medical education attendees, and peers as demonstrated by student, resident and peer evaluations or as attested to by colleagues, mentors, or peers.
- Demonstrated satisfactory teaching through evaluations of previous institutions or positions or as attested to by colleagues, mentors or peers.
- Demonstration of innovative educational materials or techniques as evidenced through syllabi, video and audio learning aids, computer-based materials.

Research (Scholarly Activities)

- At the College of Medicine, scholarship must have a clear societal impact. According to Boyer's model of scholarship, it should include:
 - Work involving faculty expertise, peer review, and impact.
 - Scholarship of application, integration, and teaching.
- Criteria for unpublished scholarship.
 - It must be public.
 - It must be amenable to critical appraisal.
 - It must be measurable.
 - It must be in a form that enables its use by other members of the scholarly community.
- Potential for or evidence of successful scholarship to include collaborative research or scholarly creative work.
- Potential for successful collaborative research or creative work supported through funded grants and reported in peer-reviewed journals at local level.

Service (Direct Patient Care and Other)

- Potential for expertise to provide diagnostic services as attested to by colleagues, mentors or peers.
- Clinical competence as demonstrated by opinions sought from other faculty and colleagues qualified in the area of specialty.

Administration (Hospital and Laboratory)

- Potential for or evidence of successful experience in the administration of pathology service including interaction with physicians and staff as attested to by colleagues, mentors or peers.

Professional Development

- Potential for or evidence of excellence in continuing professional and career development in pathology as attested to by colleagues, mentors or peers.

*UK Department of Pathology & Laboratory Medicine
Statements of Evidence*

Criteria for Associate Professor (Adjunct, Clinical Regular, Research, Special Title Series)

Requirements

In addition to meeting the criteria for Assistant Professor, appointment or promotion to the rank of Associate Professor shall require overall evidence of excellence recognized at a regional level as defined per the table above and demonstrated by effective performance in all major areas of the faculty member's DOE. Also required is demonstration of continued achievement and regional recognition as a leader in administration, patient care, instruction, service, academic and scholarship endeavors. While promotion is not based on time in position, submission for promotion earlier than 5-6 years in rank is unusual but may be considered with Departmental support by the Faculty member, Chair and Department.

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

Instruction, Possible Metric Examples

- Proven excellence as a teacher and practitioner of pathology as demonstrated by evaluations from trainees working with the faculty member in a clinical teaching setting.
- Teaching awards at or beyond the local/regional level.
- Peer recognition for education excellence at or beyond the local level.
- Satisfactory fulfillment or beyond of teaching duties as assigned.
- Administration of major education programs or curricula for residents or students.
- Contributions to the development, implementation, accomplishment and evaluation of innovative approaches to teaching.
- Mentoring or advising of residents or students.
- Contribute to the improvement, implementation, accomplishment, and evaluation of faculty development activities.
- Contribute to the improvement, implementation, accomplishment and evaluation of innovation in inter-professional education.
- Evaluations of satisfactory or above by chairperson and peer review.
- Outcomes of learners:
 - Board certification pass rates of residents,
 - Matching of students/residents into excellent training programs,
 - Letters of support from former learners attesting to the teaching skills of the faculty member and the importance of those skills in the former learner's success.
- Peer review and judgement of colleagues in the department.
- Evidence of 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, microscope, bedside, etc.).
- Satisfactory and above formal and standardized teaching evaluations from learners.
- Teaching awards, whether national, regional, or local and whether awarded for objective, competitive measures should be weighed.
- Mentorship of trainees or junior faculty with higher weight given to those demonstrating objective measures of success. Examples may include outcomes such as successful development of new skills in the mentee, successful remediation of mentees, the mentee's development of a national reputation, etc.

- Academic recognition, award, or other evidence of excellence achieved by a mentee of the candidate that can be clearly tied to the mentor's influence.
- Invitation to demonstrate curriculum.
- Invited presentations about innovative teaching methods.
- Service in educational administration, planning, or analysis.
- Development of innovative techniques relevant to education as well as demonstrated outcomes of success.
- Development of podcasts, instructional videos, and other electronic or online educational materials. Departments should consider the number of uses and demonstrated use beyond the local area.
- Development of educational unit, course, or curriculum and should include demonstration of student evaluations, improved learning through standardized test scores, and adoption of the program beyond the local area.
- Writing, performing, or supervising written, oral, or simulation-based exams.
- Successful educational program leadership such as director, residency program director, etc.
- Mentorship of physicians/student/resident/fellow as demonstrated through published abstracts, posters, presentations, publications, technique, etc.
- Timeliness of grade submissions.
- ACGME survey reports on the residency program (i.e. accreditation without citations).
- Increase in number of applicants per residency program position.
- Successful accreditation of a fellowship under the guidance of a faculty member.
- Demonstrated evidence of "teaching or communicating publicly with clinicians/learners" based on the niche or area of expertise (ex. talks to College of Medicine, regional partners, etc.).
- Demonstrated evidence of "mentorship" in area of expertise (ex. listing of mentees).
- Number of lectures in an area of expertise for physicians/community to use.

Research (Scholarly Activities), Possible Metric Examples

- Evidence of establishment/continuation of research/scholarly program substantiated by publications in peer review journals or other periodicals (first or senior author).
- Continuing presentation of research at regional scientific meetings.
- Invited presentations at the regional or greater level.
- Publication of textbooks, book chapters, book reviews, editorials, or computer-based material.
- Evidence of substantial professional academic status and leadership on a regional level.
- Number of podium sessions at annual national meeting.
- Number of posters presented at annual national meeting.
- Number of publications (peer reviewed are weighted more heavily).
- Cumulative impact factor of all peer-reviewed publications for the year.
- Dollars of funding per square foot of research space.
- Contributing member of a successful research team (team science) in clinical, translational, or foundational science.
- Participation on other regional or national panels or committees that review research and/or set research policy or guidelines.
- Participation as a "team" expert for regional and national reputation (i.e. college Alliances, guidelines/talks/webcasts based on expertise).
- NIH funding awards and/or study section participation (chair>member>invited).
- Indirects realized.
- Total research funds for fiscal year.
- New grants received (peer reviewed, industry, philanthropy, etc.).
- Grants submitted (NIH, other peer reviewed, industry, etc.).
- FDA panel participation.
- Guidelines/Protocols.

- Participation in a study to solve a community problem based on expertise.
- Publications, protocols, guidelines, clinical talks, and/or policies that are public, reviewed, and usable.
- Evidence as a “team member of a research program” (ex. Alliances, MVP, VI2P, etc.).

Service (Direct Patient Care and Other), Possible Metric Examples

- Continuing objective evidence of clinical productivity e.g. RVU’s against academic medical center benchmarks, consultations, contracts etc. Provide significant demonstrable contributions to patient care as an expert in clinical and/or anatomic pathology as attested to by colleagues and peers.
- Provide specialty-focused clinical services or creation of opportunities with other disciplines as appropriate to practice such as multi-disciplinary services
- Participation in the development and/or accomplishment of new processes or practices that improve patient care.
- Improvement of regional reputation for excellence in clinical practice as attested to by faculty and colleagues qualified in the field, referrals or quality assurance audits within the department.
- Service on intramural committees or task forces.
- Leadership of service units at the department level.
- Service in professional societies beyond the local level.
- Invited consultation in area of emphasis beyond the local level.
- Evaluations of satisfactory or above by chairperson and peer review.
- Recognition as a consultant through sustained referrals of patients beyond the local level.
- Referral beyond the local level of the most complex and sickest patients as demonstrated by objective measures such as case mix index.
- Productivity indicators such as achieving RVU minimum work standards.
- Quality indicators, mortality metrics, complication rates, and patient satisfaction rates where performance measures can easily be internally and externally benchmarked for comparison.
- Invitations to speak regionally, and often nationally, on issues related to area of clinical expertise with information that is accessible and usable for additional practitioners.
- Leadership roles in regional or national professional organizations related to clinical expertise, including leadership in regional and/or national courses or programs.
- Service on regional or national committees developing guidelines and policies for management in area of clinical expertise.
- Membership on editorial boards in area of clinical expertise.
- Peer-reviewed funding to support innovations that influence clinical practice regionally or nationally.
- Regional or national awards for contributions or innovation in the area of clinical expertise Influencing clinical practice.
- Letters or other documented measures of patient and referring physician satisfaction that demonstrate excellence above general expectations.
- Letters of reference from department chair, division chief, colleagues in the faculty member’s department, referring physicians, and colleagues in other departments. If necessary, explanation by the department chairman of specific assignments or practice restraints that may purposely or situationally localize the practice.
- Leading development of clinical protocols or pathways that objectively demonstrate a measurable positive impact on patient care beyond the local level, that are usable.
- Ambulatory or inpatient service patient volume.
- Evidence of participation as a “team expert” for regional and national reputation (ex. leading talks with ASL team; adding to guidelines/talks/webcasts based on expertise, etc.).
- Evidence of quality improvement efforts within specialty.
- College of Medicine Precision Medicine Initiative (ex. 23 and Me program).
- Leadership role within the practice environment.

Administration (Hospital and Laboratory), Possible Metric Examples

- Continuing objective evidence and peer recognition as administrative and clinical physician at regional levels as attested to by colleagues, mentors or peers.
- Provide significant demonstrable contributions to clinical services and laboratory administration in pathology as attested to by faculty and colleagues and through evaluations of patient care by patients and/or staff.
- Continuing evidence of participation in extra-departmental clinical rounds and conferences presenting pathology and laboratory findings and their significance in the care of patient as attested to by colleagues, mentors or peers.
- Continuing evidence of a greater than local reputation for excellence as a clinician role model in the teaching of outside physicians and residents, as evidenced by attestations of peers, leaders in the field on the administration of care based on pathology results as attested to by colleagues, peers and staff. This can include clinical publications or presentations beyond the local level and/or service in pertinent organizations.
- Service on Departmental, College of Medicine and/or Hospital committees as assigned with objective outcomes or evidence of accomplishment.
- Diversity in administered programs.
- Complete renovations in a particular area.
- Complete business plan for expansion (ex. New office site/new line of business).
- Faculty retention rate.
- Faculty expansion (new hires).
- Publish a state of the department annual report.
- Publish a quality and safety annual report.
- Percent of faculty eligible for promotion who got promoted.
- Implementation and successful administration of a mentoring program.
- Residency accreditation.
- Collaborative endeavors with other departments/schools.
- Successful direction of a clinical program or clinical laboratory. Examples may include financial measures such as contribution margin, relevant accreditation, program growth, or independent awards of excellence.

Professional Development, Possible Metric Examples

- Demonstrated continuing professional development in discipline as evidenced by an active role in relevant professional and academic society.
- Service to College of Medicine, UK HealthCare and University of Kentucky committees, advisory, mentorship teams, etc.
- Non-clinical regional and national committees.
- Philanthropy:
 - Endowed Chairs
 - Philanthropic dollars realized
 - Philanthropic dollars pledged (i.e. ≤ 5 years to realization)
 - Philanthropic dollars pledged (i.e. > 5 years to realization)
- Community Engagement:
 - Outreach programs to schools
 - Participation in regional networks such as the Cancer Center Network
 - Interaction with community groups including career and professional development activities

Criteria for Professor (Adjunct, Clinical, Regular, Research, Special Title Series)

Requirements

- In addition to meeting the criteria for Associate Professor, appointment or promotion to the rank of Professor shall require demonstration of continued excellence in achievement as well as regional and some national recognition as a leader in administration, patient care, instruction, service, academic, and research endeavors.

Instruction, Possible Metric Examples

- Proven excellence as a teacher and practitioner of clinical/anatomic pathology as demonstrated by evaluations by trainees working with the faculty member in a clinical teaching setting.
- Leadership role and significant contributions to educational programs at the regional and perhaps national levels.
- Leadership in the design, implementation, improvement, and evaluation of a new course or curriculum that fulfills an identified need or gap.
- Leadership in the design, implementation, improvement, and evaluation of innovations in teaching or evaluation.
- Leadership in the design, implementation, improvement, and evaluation of successful faculty development programs.
- Successful mentorship of trainees or faculty as evidenced by achievement of theses protégés.
- Teaching awards at the regional and/or national level.
- Recognition for educational excellence at regional and perhaps national level.
- Leadership of regional and perhaps national conferences or symposia.
- Peer recognition for education excellence at or beyond the national level.
- Successful fulfillment of teaching duties as assigned.
- Administration of major education programs or curricula for residents or students.
- Contributions to the development, accomplishment and evaluation of innovative approaches to teaching.
- Mentoring or advising of residents or students.
- Contribute to the improvement, accomplishment, and evaluation of faculty development activities.
- Contribute to the improvement, accomplishment and evaluation of innovation in inter-professional education.
- Evaluations of satisfactory or above by chairperson and peer review.
- Outcomes of learners:
 - Board certification pass rates of residents,
 - Matching of students/residents into excellent training programs,
 - Letters of support from former learners attesting to the teaching skills of the faculty member and the importance of those skills in the former learner's success.
- Peer review and judgement of colleagues in the department.
- 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, microscope, bedside, etc.).
- Favorable formal and standardized teaching evaluations from learners.
- Teaching awards, whether national, regional, or local and whether awarded for objective, competitive measures should be weighed.
- Mentorship of trainees or junior faculty with higher weight given to those demonstrating objective measures of success. Examples may include outcomes such as successful development of new skills in the mentee, successful remediation of mentees, the mentee's development of a national reputation, etc.

- Academic recognition, award, or other evidence of excellence achieved by a mentee of the candidate that can be clearly tied to the mentor's influence.
- Invitations to demonstrate curriculum.
- Invitations to present innovative teaching methods.
- Significant Service in educational administration, planning, or analysis.
- Development of innovative techniques relevant to education as well as demonstrated outcomes of success.
- Development of podcasts, instructional videos, and other electronic or online educational materials. Departments should consider the number of uses and demonstrated use beyond the local area.
- Development of educational unit, course, or curriculum and should include demonstration of student evaluations, improved learning through standardized test scores, and adoption of the program beyond the local area.
- Writing, performing, or supervising written, oral, or simulation-based exams.
- Demonstration of successful educational program leadership such as director, residency program director, etc.
- Mentorship of physicians/student/resident/fellow with abstracts, posters, presentations, publications, technique, etc.
- Timeliness of grade submissions.
- ACGME survey reports on the residency program (i.e. accreditation without citations).
- Number of applicants per residency program position.
- Accreditation of a fellowship under the guidance of a faculty member.
- Evidence of "teaching or communicating publicly with clinicians/learners" based on the niche or area of expertise (ex. talks to College of Medicine, regional partners, etc.).
- Evidence of "mentorship" in area of expertise (ex. listing of mentees).
- An invited lecture on an area of expertise for physicians/community to use.

Research (Scholarly Activities), Possible Metric Examples

- Evidence of establishment/continuation of research/scholarly program substantiated by multiple publications in peer review journals.
- Continuing presentation of research or scholarly activities at national and perhaps international scientific meetings.
- Evidence of substantial professional academic status and leadership on a national and perhaps international level.
- Invited presentations at the regional and perhaps national level.
- Publication of textbooks, book chapters, book reviews, editorials, or computer-based material.
- Evidence of substantial professional academic status and leadership on a national and perhaps international level.
- Number of podium sessions at annual national meeting.
- Number of posters presented at annual national meeting.
- Number of publications (peer reviewed are weighted more heavily).
- Cumulative impact factor of all peer-reviewed publications for the year.
- Dollars of funding per square foot of research space.
- Contributing member of a successful research team (team science) in clinical, translational, or foundational science.
- Participation on other regional or national panels or committees that review research and/or set research policy or guidelines.
- Participation as a "team" expert for regional and national reputation (i.e. college Alliances, guidelines/talks/webcasts based on expertise).
- NIH funding awards and/or study section participation (chair>member>invited).
- Indirects realized.

- Total research funds for fiscal year.
- New grants received (peer reviewed, industry, philanthropy, etc.).
- Grants submitted (NIH, other peer reviewed, industry, etc.).
- FDA panel participation.
- Guidelines/Protocols.
- Evidence of a study to solve a community problem based on expertise.
- Publications, protocols, guidelines, clinical talks, and/or policies that are public, reviewed, and usable.
- Evidence as a “team member of a research program” (ex. Alliances, MVP, VI2P, etc.).

Service (Direct Patient Care and Other), Possible Metric Examples

- Provide significant demonstrable contributions to patient care as an expert in clinical and anatomic pathology as attested to by colleagues and peers.
- Improvement of regional and/or national reputation for excellence in clinical practice as attested to by faculty and colleagues qualified in the field and quality assurance audits within the department.
- Development and accomplishment of service contracts or growth of clinical services or others that contribute to the mission of the department or college.
- Leadership role in professional society at regional and/or national level, with active participation in development and or improvement of programs or policies.
- Leadership on intramural committees or task forces. Leadership of innovative collaborations or partnerships that advance the missions or goals of the university, college and/or department.
- Service in professional societies at regional and/or national level.
- Leadership in improvement of service contributions that advance the mission or goals of the university, college and/or department.
- Service on a government commission, council or advisory group at regional and perhaps national conferences or symposia.
- Invited consultation in area of emphasis at the regional and perhaps national level.
- Evaluations of satisfactory or above by chairperson and peer review.
- Recognition as a consultant through sustained referrals of patients beyond the local level.
- Referral beyond the local level of the most complex and sickest patients as demonstrated by objective measures such as case mix index.
- Productivity indicators such as achieving RVU minimum work standards.
- Quality indicators, mortality metrics, complication rates, and patient satisfaction rates where performance measures can easily be internally and externally benchmarked for comparison.
- Invitations to speak regionally, and often nationally, on issues related to area of clinical expertise with information that is accessible and usable for additional practitioners.
- Leadership roles in regional or national professional organizations related to clinical expertise, including leadership in regional and/or national courses or programs.
- Service on regional or national committees developing guidelines and policies for management in area of clinical expertise.
- Membership on editorial boards in area of clinical expertise.
- Peer-reviewed funding to support innovations that influence clinical practice regionally or nationally.
- Regional or national awards for contributions or innovation in the area of clinical expertise influencing clinical practice.
- Letters or other documented measures of patient and referring physician satisfaction that demonstrate excellence above general expectations.
- Letters of reference from department chair, division chief, colleagues in the faculty member’s department, referring physicians, and colleagues in other departments. If necessary, explanation by the department chairman of specific assignments or practice restraints that may purposely or situationally localize the practice.

- Leading development of clinical protocols or pathways that objectively demonstrate a measurable positive impact on patient care beyond the local level, that are usable.
- Ambulatory or inpatient service patient volume.
- Evidence of participation as a “team expert” for regional and national reputation (ex. leading talks with ASL team; adding to guidelines/talks/webcasts based on expertise, etc.).
- Evidence of quality improvement efforts within specialty.
- College of Medicine Precision Medicine Initiative (ex. 23 and Me program).
- Leadership role within the practice environment.

Administration (Hospital and Laboratory) Possible Metric Examples

- Continuing evidence and peer recognition as administrative and clinical physician at regional and perhaps national levels as attested to by colleagues, mentors or peers.
- Contribution and design, improvement, and evaluation of innovative approaches designed to improve patient care
- Provide significant demonstrable contributions to clinical services and laboratory administration in clinical and anatomic pathology as attested to by faculty and colleagues as well as regional and perhaps national reputation for excellence in clinical practice, as evidenced by attestations of leaders in the field or publications, or service in pertinent regional and perhaps national organizations.
- Continuing evidence of participation in extra-departmental clinical rounds and conferences presenting pathology and laboratory findings and their significance in the care of patient as attested to by colleagues, mentors or peers.
- Leadership role in provision of health care at regional and perhaps national levels
- Continuing evidence of excellence as a clinician role model in the teaching of outside physicians and residents on a regional and perhaps national level on the administration of care based on pathology results as attested to by colleagues, peers and staff.
- Service on Departmental, College of Medicine and/or Hospital committees as assigned with improvement outcomes.
- Diversity in administered programs.
- Complete renovations in a particular area.
- Complete business plan for expansion (ex. New office site/new line of business).
- Faculty retention rate.
- Faculty expansion (new hires).
- Publish a state of the department annual report.
- Publish a quality and safety annual report.
- Percent of faculty eligible for promotion who got promoted.
- Implementation of a mentoring program.
- Residency accreditation.
- Collaborative endeavors with other departments/schools.
- Successful direction of a clinical program or clinical laboratory. Examples may include financial measures such as contribution margin, relevant accreditation, program growth, or independent awards of excellence.

Professional Development, Possible Metric Examples

- Demonstrated continuing professional development in discipline as evidenced by an active role in relevant professional and academic societies.
- Recognition for excellence by professional societies.
- Service to College of Medicine, UK HealthCare and University of Kentucky committees, advisory, mentorship teams, etc.
- Non-clinical regional and national committees.

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Statements of Evidence*

- Philanthropy:
 - Endowed Chairs
 - Philanthropic dollars realized
 - Philanthropic dollars pledged (i.e. $\leq$ 5 years to realization)
 - Philanthropic dollars pledged (i.e. $>$ 5 years to realization)
- Community Engagement:
 - Outreach programs to schools
 - Participation in regional networks such as the Cancer Center Network
 - Interaction with community groups including career and professional development activities.

Criteria for Appointment to Assistant Professor (Voluntary Title Series)

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 Pathology and Laboratory Medicine who had attained a specific rank at a recognized academic institution, would typically be appointed to the same rank within the University of Kentucky Department of Pathology and Laboratory Medicine.

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

Criteria for Appointment or Promotion to Associate Professor (Voluntary Title Series)

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 Pathology and Laboratory Medicine who had attained a specific rank at a recognized academic institution, would typically be appointed to the same rank within the University of Kentucky Department of Pathology and Laboratory Medicine.

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

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

Promotion for Voluntary Faculty: The Department of Pathology and Laboratory Medicine 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.)

Criteria for Appointment or Promotion to Professor (Voluntary Title Series)

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 Pathology and Laboratory Medicine who had attained a specific rank at a recognized academic institution, would typically be appointed to the same rank within the University of Kentucky Department of Pathology and Laboratory Medicine.

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

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

Promotion for Voluntary Faculty: The Faculty of Record for Pathology and Laboratory Medicine 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.)

Ethical Standards and Collegial Behavior for all Title Series:

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

In Summary

These metrics are only examples, not a comprehensive list of criteria. Nothing is implied suggesting a faculty member should meet all listed criteria, and when being evaluated for promotion, the volume of activity should be weighed against effort percentages in the faculty member's DOE. Promotion is a result of achieving a consistent general level of performance and recognition rather than the checking of a pre-specified number of boxes.