

CRITERIA SUMMARY FOR PROMOTION, APPOINTMENT, AND TENURE AND PERIODIC CAREER REVIEW

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This document is intended as a summary only and is not to be used to replace the criteria in the School of Medicine, Promotion, Appointment, and Tenure (PAT) document. Please consult the entire PAT document <http://Louisville.edu/medschool/facultyaffairs/policies.html>

RESEARCH - TERM TRACK

PROMOTION TO ASSOCIATE PROFESSOR: Candidate must demonstrate excellence in research, proficiency in the additional areas of the annual work plan, and scholarly activity.

Excellence in Research

- Major responsibility for an independent research program (e.g. principal investigator on a grant) or a documented leadership role in a collaborative research effort. This includes current extramural funding, with federal funding as principal investigator, including principal investigator on a multi-principal investigator grant, preferred. Alternatively, nationally peer-reviewed funding via multi-year significant grants as principal investigator may be acceptable (e.g., American Heart Association, American Diabetes Association)
 - Note: a leadership role on federally funded entrepreneurial peer-reviewed grants or contracts for technology development linked to U of L, and of demonstrable value to the University, can be considered as contributing to excellence in research, but is not, alone, sufficient to meet these criteria
- Regular publication (on average, at least annually) in peer-reviewed media as a major author (first, senior, or corresponding author)
 - Note: The successful acquisition of patents can be considered evidence of excellence in research, however dissemination in peer-reviewed media is preferred and must constitute the majority of the documentation of peer acceptance
- Evidence of excellence in community-engaged research includes non-academic publications and presentations, recognition, citations and awards, and a description of involvement of partners/students in these outputs

Proficiency in Teaching

- Documented teaching assignment including teaching associated with community-engaged teaching. Teaching includes activities that foster learning and critical thinking skills. Examples of direct teaching include lectures, workshops, small group facilitation, precepting, demonstration of procedural skills, and facilitation of on-line courses
- Evidence of proficiency may include structured mentoring, advising activities, developing new instructional or curricular materials, evidence of learning, and participating in interdisciplinary teaching efforts.
- Satisfactory supervisory, peer, and trainee reviews

Proficiency in Service

- Clinical service: documented clinical assignment. Candidate must obtain satisfactory peer and supervisor reviews of the clinical service. Reviews by referring physicians and patient satisfactory surveys may also be obtained to document proficiency
- Administrative service: Significant non-departmental administrative assignments that serve a broader function in the School of Medicine or university (e.g., department chair, assistant, associate, or vice deans) should not be included in the department review. Non-departmental administrative activities should be reviewed independently of the department and unit review by the candidate's appropriate supervisor.
- Community service: includes community-engaged service and service to the department, university, region, or nation. Activities must involve medical and/or basic science expertise
- Service to research: documented service to research assignment. Candidate must obtain satisfactory peer and supervisor reviews of the service to research. Satisfactory reviews by the recipients (e.g., colleagues, principal and co-investigators of clinical or non-clinical research) of the service to research.

Scholarly Activity - see page 10

PROMOTION TO PROFESSOR: In addition to meeting above criteria for promotion to associate professor, the candidate is required to have current and sustained extramural funding: meeting the funding criteria as described under Excellence in Research. Candidate must have national/international recognition in a focused area of research expertise that is demonstrated in extramural letters and evidenced by activities such as leadership role in national forums, service as an editor or reviewer, or invitations to speak.

RESEARCH - PROBATIONARY AND TENURED

PROMOTION TO ASSOCIATE PROFESSOR AND AWARD OF TENURE: Candidate must demonstrate excellence in research, proficiency in the additional areas of the annual work plan, and scholarship in one area.

Excellence in Research

- Major responsibility for an independent research program (e.g. principal investigator on a grant) or a documented leadership role in a collaborative research effort. This includes current extramural funding, with federal funding as principal investigator, including principal investigator on a multi-principal investigator grant, preferred. Alternatively, nationally peer-reviewed funding via multi-year significant grants as principal investigator may be acceptable (e.g., American Heart Association, American Diabetes Association)
 - Note: a leadership role on federally funded entrepreneurial peer-reviewed grants or contracts for technology development linked to U of L, and of demonstrable value to the University, can be considered as contributing to excellence in research, but is not, alone, sufficient to meet these criteria
- regular publication (on average, at least annually) in peer-reviewed media as a major author (first, senior, or corresponding author)
 - Note: The successful acquisition of patents can be considered evidence of excellence in research, however dissemination in peer-reviewed media is preferred and must constitute the majority of the documentation of peer acceptance
- Evidence of excellence in community-engaged research includes non-academic publications and presentations, recognition, citations and awards, and a description of involvement of partners/students in these outputs

Scholarship in Research

- innovations in research (discovery of new findings or application of existing findings in a new way)
- documentation of peer acceptance of research scholarship through peer-review publications
- extramurally-funded research program
- presentation of research findings, on average annually, at national forums
- **FOR TENURE REVIEW:** an emerging regional/national recognition in a focused area of research expertise that is evidenced in extramural letters

Proficiency in Teaching

- Documented teaching assignment including teaching associated with community-engaged teaching. Teaching includes activities that foster learning and critical thinking skills. Examples of direct teaching include lectures, workshops, small group facilitation, precepting, demonstration of procedural skills, and facilitation of on-line courses
- Evidence of proficiency may include structured mentoring, advising activities, developing new instructional or curricular materials, evidence of learning, and participating in interdisciplinary teaching efforts.
- Satisfactory supervisory, peer, and trainee reviews

Proficiency in Service

- Clinical service: documented clinical assignment. Candidate must obtain satisfactory peer and supervisor reviews of the clinical service. Reviews by referring physicians and patient satisfactory surveys may also be obtained to document proficiency
- Administrative service: Significant non-departmental administrative assignments that serve a broader function in the School of Medicine or university (e.g., department chair, assistant, associate, or vice deans) should not be included in the department review. Non-departmental administrative activities should be reviewed independently of the department and unit review by the candidate's appropriate supervisor.
- Community service: includes community-engaged service and service to the department, university, region, or nation. Activities must involve medical and/or basic science expertise
- Service to research: documented service to research assignment. Candidate must obtain satisfactory peer and supervisor reviews of the service to research. Satisfactory reviews by the recipients (e.g., colleagues, principal and co-investigators of clinical or non-clinical research) of the service to research.

PROMOTION TO TENURED PROFESSOR: In addition to meeting above criteria for promotion to associate professor, the candidate is required to have current and sustained extramural funding: meeting the funding criteria as described under Excellence in Research. Candidate must have national/international recognition in a focused area of research expertise that is demonstrated in extramural letters and evidenced by activities such as leadership role in national forums, service as an editor or reviewer, or invitations to speak.

CLINICAL SERVICE - TERM TRACK

PROMOTION TO ASSOCIATE PROFESSOR: Candidate must demonstrate excellence in clinical service, proficiency in the additional areas of the annual work plan, and scholarly activity.

Excellence in Clinical Service

- Documented clinical assignment and a major responsibility (i.e., leadership role) in a clinical program.
- Clinician should have measurably and significantly improved the clinical program.
 - Note: Measures of improvement include obtaining funding support for the program through contracts, significantly increased clinical productivity; evidence of significantly increased clinical-service-related collaborative partnerships with the community; evidence of improved health care outcomes, evidence of significantly increased cost effectiveness of the program (for example, improved clinic efficiencies); introduction of new technologies, methods or procedures that contribute to improved health care outcomes; or evidence of a significant contribution to improved public health.
- Peer and supervisory reviews must support the rating of excellence
- Reviews by the recipients of the service (for example colleagues, referring physicians or collective reviews such as patient satisfaction inventories) must support the rating of excellence

Proficiency in Teaching

- Documented teaching assignment including teaching associated with community-engaged teaching. Teaching includes activities that foster learning and critical thinking skills. Examples of direct teaching include lectures, workshops, small group facilitation, precepting, demonstration of procedural skills, and facilitation of on-line courses
- Evidence of proficiency may include structured mentoring, advising activities, developing new instructional or curricular materials, evidence of learning, and participating in interdisciplinary teaching efforts.
- Satisfactory supervisory, peer, and trainee reviews

Proficiency in Research

- Documented research assignment including community-engaged research is best evidenced by regular dissemination of research findings (on average, at least annual publication for those with a > 20% work assignment), the majority of which should be through traditional peer-reviewed publications.
- For those with a work assignment in research of < 20%, at least one peer-reviewed publication (or other evidence of dissemination of knowledge) during the period of review (0% work assignment indicates that research productivity is not required).
- Reviews by collaborators, peers, and external reviewers indicating satisfactory performance

Scholarly Activity - see page 10

PROMOTION TO PROFESSOR: In addition to meeting the criteria for promotion to associate professor, extra-university leadership in clinical service must be demonstrated.

- Note: Examples include participation in extra-university clinical initiatives (examples: election to national committees, invitations as a visiting professor for clinical activity, participation in subspecialty board review or test development committee, invitation to be an accreditation [ACGME or LCME] site visitor) or participation in extra-university clinical initiatives. The candidate must have extra-university recognition in a focused area of clinical expertise that is demonstrated by evidence such as leadership roles in national forums, or invitations to speak nationally or internationally. The extra-university recognition should be evidenced in extramural letters. With respect to participation in clinical trials, there should be evidence of a leadership role.

CLINICAL SERVICE - PROBATIONARY AND TENURED

PROMOTION TO ASSOCIATE PROFESSOR AND AWARD OF TENURE: Candidate must demonstrate excellence in clinical service, proficiency in the additional areas of the annual work plan, and scholarship in one area.

Excellence in Clinical Service

- Documented clinical assignment and a major responsibility (i.e., leadership role) in a clinical program.
- Clinician should have measurably and significantly improved the clinical program.
 - Note: Measures of improvement include obtaining funding support for the program through contracts, significantly increased clinical productivity; evidence of significantly increased clinical-service-related collaborative partnerships with the community; evidence of improved health care outcomes, evidence of significantly increased cost effectiveness of the program (for example, improved clinic efficiencies); introduction of new technologies, methods or procedures that contribute to improved health care outcomes; or evidence of a significant contribution to improved public health.
- Peer and supervisory reviews must support the rating of excellence
- Reviews by the recipients of the service (for example colleagues, referring physicians or collective reviews such as patient satisfaction inventories) must support the rating of excellence

Scholarship in Clinical Service

- Innovations in clinical service (development of new protocols, new clinical programs or the expansion of existing programs)
- The majority of peer acceptance must be through traditional peer-review publications in the area of clinical service
- Extramurally funded clinical initiatives or research efforts
- Presentation of clinical innovations/findings, on average annually, in a national forums
- **FOR TENURE REVIEW:** emerging regional/national recognition in a focused area of clinical expertise that is evidenced in extramural letters

Proficiency in Service

- Administrative service: Significant non-departmental administrative assignments that serve a broader function in the School of Medicine or university (e.g., department chair, assistant, associate, or vice deans) should not be included in the department review. Non-departmental administrative activities should be reviewed independently of the department and unit review by the candidate's appropriate supervisor.
- Community service: includes community-engaged service and service to the department, university, region, or nation. Activities must involve medical and/or basic science expertise
- Service to research: documented service to research assignment. Candidate must obtain satisfactory peer and supervisor reviews of the service to research. Satisfactory reviews by the recipients (e.g., colleagues, principal and co-investigators of clinical or non-clinical research) of the service to research.

Proficiency in Teaching

- Documented teaching assignment including teaching associated with community-engaged teaching. Teaching includes activities that foster learning and critical thinking skills. Examples of direct teaching include lectures, workshops, small group facilitation, precepting, demonstration of procedural skills, and facilitation of on-line courses
- Evidence of proficiency may include structured mentoring, advising activities, developing new instructional or curricular materials, evidence of learning, and participating in interdisciplinary teaching efforts.
- Satisfactory supervisory, peer, and trainee reviews

Proficiency in Research

- Documented research assignment including community-engaged research is best evidenced by regular dissemination of research findings (on average, at least annual publication for those with a > 20% work assignment), the majority of which should be through traditional peer-reviewed publications
- For those with a work assignment in research of < 20%, at least one peer-reviewed publication (or other evidence of dissemination of knowledge) during the period of review (0% work assignment indicates that research productivity is not required)
- Reviews by collaborators, peers, and external reviewers indicating satisfactory performance

PROMOTION TO TENURED PROFESSOR: In addition to meeting the criteria for promotion to associate professor, the candidate should have an emerging national/international recognition in a focused area of clinical expertise that is evidenced in extramural letters and extra-university leadership.

- Note: Extra-university leadership in clinical service examples include participation in extra-university clinical initiatives (examples: election to national committees, invitations as a visiting professor for clinical activity, participation in subspecialty board review or test development committee, invitation to be an accreditation [ACGME or LCME] site visitor) or participation in extra-university clinical initiatives. The candidate must have extra-university recognition in a focused area of clinical expertise that is demonstrated by evidence such as leadership roles in national forums, or invitations to speak nationally or internationally. The extra-university recognition should be evidenced in extramural letters. With respect to participation in clinical trials, there should be evidence of a leadership role.

SERVICE TO RESEARCH - TERM TRACK

PROMOTION TO ASSOCIATE PROFESSOR - Candidate must demonstrate excellence in service to research, proficiency in the additional areas of the annual work plan, and scholarly activity.

Excellence in Service to Research

- Documented service to research assignment and a major responsibility (leadership role) in a clinical or non-clinical research program
- Candidate should have measurably and significantly improved the research program through significant participation in obtaining funding through contracts or grants, development of new research programs or increased research productivity of the program, scientific presentations and nationally recognized peer-reviewed publications
- Peer and supervisory reviews supporting the rating of excellence
- Reviews by the recipients of the service (e.g., colleagues, principal and co-investigators of clinical or non-clinical research) should support the rating of excellence

Proficiency in Teaching

- Documented teaching assignment including teaching associated with community-engaged teaching. Teaching includes activities that foster learning and critical thinking skills. Examples of direct teaching include lectures, workshops, small group facilitation, precepting, demonstration of procedural skills, and facilitation of on-line courses
- Evidence of proficiency may include structured mentoring, advising activities, developing new instructional or curricular materials, evidence of learning, and participating in interdisciplinary teaching efforts.
- Satisfactory supervisory, peer, and trainee reviews

Proficiency in Research

- Documented research assignment including community-engaged research is best evidenced by regular dissemination of research findings (on average, at least annual publication for those with a > 20% work assignment), the majority of which should be through traditional peer-reviewed publications
- For those with a work assignment in research of < 20%, at least one peer-reviewed publication (or other evidence of dissemination of knowledge) during the period of review (0% work assignment indicates that research productivity is not required)
- Reviews by collaborators, peers, and external reviewers indicating satisfactory performance

Scholarly Activity - see page 10

PROMOTION TO PROFESSOR In addition to meeting the criteria for promotion to associate professor, the candidate must demonstrate extra-university recognition in the area of service to research. This can be demonstrated by evidence of critical participation on multi-site funded projects and participation in national peer-review of research.

SERVICE TO RESEARCH PROBATIONARY AND TENURED

ASSOCIATE PROFESSOR AND AWARD OF TENURE: Candidate must demonstrate excellence in service to research, proficiency in the additional areas of the annual work plan, and scholarship in one area.

Excellence in Service to Research

- Documented service to research assignment and a major responsibility (leadership role) in a clinical or non-clinical research program
- Candidate should have measurably and significantly improved the research program through significant participation in obtaining funding through contracts or grants, development of new research programs or increased research productivity of the program, scientific presentations and nationally recognized peer-reviewed publications
- Peer and supervisory reviews supporting the rating of excellence
- Reviews by the recipients of the service (e.g., colleagues, principal and co-investigators of clinical or non-clinical research) should support the rating of excellence

Scholarship in Service to Research

- Innovations in service to research (development of new protocols, new research programs, or the expansion of existing programs)
- Traditional peer-reviewed publications documenting contributions to clinical initiatives or research efforts
- Extramural funding for service to research activities or personal research efforts
- Presentations of research findings, on average, annually in a national forum
- **FOR TENURE REVIEW:** emerging regional/national recognition for expertise in a focused area of service to research that is evidenced in extramural letters

Proficiency in Teaching

- Documented teaching assignment including teaching associated with community-engaged teaching. Teaching includes activities that foster learning and critical thinking skills. Examples of direct teaching include lectures, workshops, small group facilitation, precepting, demonstration of procedural skills, and facilitation of on-line courses
- Evidence of proficiency may include structured mentoring, advising activities, developing new instructional or curricular materials, evidence of learning, and participating in interdisciplinary teaching efforts.
- Satisfactory supervisory, peer, and trainee reviews

Proficiency in Research

- Documented research assignment including community-engaged research is best evidenced by regular dissemination of research findings (on average, at least annual publication for those with a $\geq 20\%$ work assignment), the majority of which should be through traditional peer-reviewed publications
- For those with a work assignment in research of $< 20\%$, at least one peer-reviewed publication (or other evidence of dissemination of knowledge) during the period of review (0% work assignment indicates that research productivity is not required)
- Reviews by collaborators, peers, and external reviewers indicating satisfactory performance

PROMOTION TO TENURED PROFESSOR In addition to meeting the criteria for promotion to associate professor, the candidate must have obtained national/international recognition for expertise in a focused area of service to research that is evidenced in extramural letters and extra-university recognition in the area of service to research.

TEACHING TERM TRACK

PROMOTION TO ASSOCIATE PROFESSOR Candidates must demonstrate excellence in teaching, proficiency in the additional areas of the annual work plan, and scholarly activity

Excellence in Teaching (including teaching associated with community-engaged scholarship)

- Documented substantial teaching assignment, including teaching associated with community-engaged teaching is best demonstrated by a major responsibility for (i.e., leadership role) a teaching program. Description of the faculty member's role for a teaching program must include concise descriptions of the frequency and duration of the responsibility, outcomes, and evaluations of the outcomes.
 - Note: examples of evidence of excellence include: teaching awards, engaging in structured mentoring or advising activities, developing new instructional or curricular materials, evidence of learning and critical thinking skills, participation in interdisciplinary teaching efforts, and being an author on a book chapter may all be considered. Descriptions of the quantity and quality of these educator activities should demonstrate excellence
- Peer and supervisory reviews should document an excellent teaching performance
- Reviews by the recipients (students or residents) must be obtained and must reflect an excellent teaching effectiveness. The evidence should include the number of evaluations collected and should summarize results, including recipient comments when available

Proficiency in Service

- Clinical service: documented clinical assignment. Candidate must obtain satisfactory peer and supervisor reviews of the clinical service. Reviews by referring physicians and patient satisfactory surveys may also be obtained to document proficiency
- Administrative service: Significant non-departmental administrative assignments that serve a broader function in the School of Medicine or university (e.g., department chair, assistant, associate, or vice deans) should not be included in the department review. Non-departmental administrative activities should be reviewed independently of the department and unit review by the candidate's appropriate supervisor.
- Community service: includes community-engaged service and service to the department, university, region, or nation. Activities must involve medical and/or basic science expertise
- Service to research: documented service to research assignment. Candidate must obtain satisfactory peer and supervisor reviews of the service to research. Satisfactory reviews by the recipients (e.g., colleagues, principal and co-investigators of clinical or non-clinical research) of the service to research.

Proficiency in Research

- Documented research assignment including community-engaged research is best evidenced by regular dissemination of research findings (on average, at least annual publication for those with a $\geq 20\%$ work assignment), the majority of which should be through traditional peer-reviewed publications
- For those with a work assignment in research of $< 20\%$, at least one peer-reviewed publication (or other evidence of dissemination of knowledge) during the period of review (0% work assignment indicates that research productivity is not required)
- Reviews by collaborators, peers, and external reviewers indicating satisfactory performance

Scholarly Activity see page 10

PROMOTION TO PROFESSOR In addition to meeting the criteria for promotion to associate professor, the candidate must have extra-university recognition in teaching, curriculum development, advising/mentoring, educational leadership/administration, or learner assessment must be demonstrated.

- Note: Examples include participation in extramural educational initiatives (examples: election or appointment to regional or national committees involved with teaching, curriculum development, advising/mentoring, educational leadership/administration, or learner assessment; invitations as a visiting professor for teaching activity; convening/chairing a national or regional conference focused on education; invitations to critically appraise or evaluate an educational activity at another institution; participation in subspecialty board review or test development committee; invitation to be an accreditation [ACGME or LCME] site visitor). Extra-university recognition should be evidenced in extramural letters.

TEACHING: PROBATIONARY AND TENURED

PROMOTION TO ASSOCIATE PROFESSOR AND AWARD OF TENURE: The candidate must demonstrate excellence in teaching, proficiency in the additional areas of the annual work plan, and scholarship in one area.

Excellence in Teaching

- Documented substantial teaching assignment, including teaching associated with community-engaged teaching is best demonstrated by a major responsibility for (i.e., leadership role) a teaching program. Description of the faculty member's role for a teaching program must include concise descriptions of the frequency and duration of the responsibility, outcomes, and evaluations of the outcomes.
 - Note: examples of evidence of excellence include: teaching awards, engaging in structured mentoring or advising activities, developing new instructional or curricular materials, evidence of learning and critical thinking skills, participation in interdisciplinary teaching efforts, and being an author on a book chapter may all be considered. Descriptions of the quantity and quality of these educator activities should demonstrate excellence
- Peer and supervisory reviews should document an excellent teaching performance
- Reviews by the recipients (students or residents) must be obtained and must reflect an excellent teaching effectiveness. The evidence should include the number of evaluations collected and should summarize results, including recipient comments when available

Scholarship in Teaching

- Innovations in teaching (development of new methodologies or application of existing methodologies in a new way), curriculum, student advising/mentoring, leadership/administration, or student assessment, are expected annually, as is the dissemination and peer acceptance of them
- Documentation of peer acceptance of scholarship through peer-review publications in the area of scholarship of teaching and adult learning
- Intramural or extramural funding for teaching initiatives or extramural funding for research efforts
- Present instructional innovations/findings, on average annually, at national forums
- **FOR TENURE REVIEW:** an emerging regional/national recognition in a focused area of teaching expertise that is evidenced in extramural letters

Proficiency in Service

- Clinical service: documented clinical assignment. Candidate must obtain satisfactory peer and supervisor reviews of the clinical service. Reviews by referring physicians and patient satisfactory surveys may also be obtained to document proficiency
- Administrative service: Significant non-departmental administrative assignments that serve a broader function in the School of Medicine or university (e.g., department chair, assistant, associate, or vice deans) should not be included in the department review. Non-departmental administrative activities should be reviewed independently of the department and unit review by the candidate's appropriate supervisor.
- Community service: includes community-engaged service and service to the department, university, region, or nation. Activities must involve medical and/or basic science expertise
- Service to research: documented service to research assignment. Candidate must obtain satisfactory peer and supervisor reviews of the service to research. Satisfactory reviews by the recipients (e.g., colleagues, principal and co-investigators of clinical or non-clinical research) of the service to research.

Proficiency in Research

- Documented research assignment including community-engaged research is best evidenced by regular dissemination of research findings (on average, at least annual publication for those with a $\geq 20\%$ work assignment), the majority of which should be through traditional peer-reviewed publications
- For those with a work assignment in research of $< 20\%$, at least one peer-reviewed publication (or other evidence of dissemination of knowledge) during the period of review (0% work assignment indicates that research productivity is not required)
- Reviews by collaborators, peers, and external reviewers indicating satisfactory performance

PROMOTION TO TENURED PROFESSOR In addition to meeting the criteria for promotion to associate professor, the candidate must have obtained national/international recognition in a focused area of teaching expertise that is demonstrated by such evidence as leadership roles in national forums, consultations such as being an editor or reviewer, or invitations to speak. The national/international recognition should be evidenced in extramural letters. Extra-university recognition in teaching, curriculum development, advising/mentoring, educational leadership/administration, or learner assessment must also be demonstrated.

- Note: Examples include participation in extramural educational initiatives (examples: election or appointment to regional or national committees involved with teaching, curriculum development, advising/mentoring, educational leadership/administration, or learner assessment; invitations as a visiting professor for teaching activity; convening/chairing a national or regional conference focused on education; invitations to critically appraise or evaluate an educational activity at another institution; participation in subspecialty board review or test development committee; invitation to be an accreditation [ACGME or LCME] site visitor). Extra-university recognition should be evidenced in extramural letters.

PERIODIC CAREER REVIEW

A satisfactory periodic career review requires excellence in the major or designated area of the annual work plan (listed below), proficiency in all additional areas of the work plan, and scholarly activity. The following are the definitions of Excellence in each area:

Excellence in Research

- Major responsibility for an independent research program (e.g. principal investigator on a grant) or a documented leadership role in a collaborative research effort. This includes current extramural funding, with federal funding as principal investigator, including principal investigator on a multi-principal investigator grant, preferred. Alternatively, nationally peer-reviewed funding via multi-year significant grants as principal investigator may be acceptable (e.g., American Heart Association, American Diabetes Association)
 - Note: a leadership role on federally funded entrepreneurial peer-reviewed grants or contracts for technology development linked to U of L, and of demonstrable value to the University, can be considered as contributing to excellence in research, but is not, alone, sufficient to meet these criteria
- Regular publication (on average, at least annually) in peer-reviewed media as a major author (first, senior, or corresponding author)
 - Note: The successful acquisition of patents can be considered evidence of excellence in research, however dissemination in peer-reviewed media is preferred and must constitute the majority of the documentation of peer acceptance
- Evidence of excellence in community-engaged research includes non-academic publications and presentations, recognition, citations and awards, and a description of involvement of partners/students in these outputs

Excellence in Service to Research

- Documented service to research assignment and a major responsibility (leadership role) in a clinical or non-clinical research program
- Examples include, but not limited to: significant participation in obtaining funding through contracts or grants, development of new research programs or increased research productivity of the program, scientific presentations and nationally recognized peer-reviewed publications
- Peer and supervisory reviews supporting the rating of excellence
- Reviews by the recipients of the service (e.g., colleagues, principal and co-investigators of clinical or non-clinical research) should support the rating of excellence

Excellence in Clinical Service

- Documented clinical assignment and a major responsibility (i.e., leadership role) in a clinical program.
- Clinician should have measurably and significantly improved the clinical program.
 - Examples include, but not limited to: measures of improvement include obtaining funding support for the program through contracts, significantly increased clinical productivity; evidence of significantly increased clinical-service-related collaborative partnerships with the community; evidence of improved health care outcomes, evidence of significantly increased cost effectiveness of the program (for example, improved clinic efficiencies); introduction of new technologies, methods or procedures that contribute to improved health care outcomes; or evidence of a significant contribution to improved public health.
- Peer and supervisory reviews must support the rating of excellence
- Reviews by the recipients of the service (for example colleagues, referring physicians or collective reviews such as patient satisfaction inventories) must support the rating of excellence

Excellence in Teaching

- Documented substantial teaching assignment, including teaching associated with community-engaged teaching is best demonstrated by a major responsibility for (i.e., leadership role) a teaching program. Description of the faculty member's role for a teaching program must include concise descriptions of the frequency and duration of the responsibility, outcomes, and evaluations of the outcomes.
 - Examples include, but not limited to: teaching awards, engaging in structured mentoring or advising activities, developing new instructional or curricular materials, evidence of learning and critical thinking skills, participation in interdisciplinary teaching efforts, and being an author on a book chapter may all be considered. Descriptions of the quantity and quality of these educator activities should demonstrate excellence
- Peer and supervisory should document an excellent teaching performance
- Reviews by the recipients (students or residents) must be obtained and must reflect an excellent teaching effectiveness. The evidence should include the number of evaluations collected and should summarize results, including recipient comments when available

Scholarly Activity see page 10

SCHOLARLY ACTIVITY

Scholarly activity must be demonstrated regularly (i.e., on average annually) for a satisfactory periodic career review for tenured faculty and for the promotion of term faculty to the rank of associate professor or professor.

Scholarly activity is defined as those activities in which faculty take a scholarly approach to education, clinical, or research activities. These occur when faculty systematically design, implement, access, or redesign educational, clinical, or research activities.

Examples of scholarly activity include, but are not limited to, the following:

- Scholarship as defined in each of the areas of clinical service, service to research, research, and teaching
- Journal articles, papers on pedagogic issues, review articles, case reports, clinical outcomes studies, electronic dissemination, textbooks, book chapters, workbooks adopted by other institutions
- Technology transfer, development of new protocols that are widely accepted, development of teaching tools, curricular or curricular models, study guides, computer-aided tools, new evaluation methodologies, well subscribed faculty development programs, development of patents
- Invited lectureships, giving grand rounds, extra-university leadership roles, presentations of scholarship at national forums
- Substantial contribution to a local or national clinical trial (patient recruitments, data collection, other documentable contributions that are important but do not result in authorship)
- Service as a board reviewer or writing board review questions
- Active service on a regional or national committee or a board related to clinical care, education, or research
- Intramural or extramural funding for a clinical or educational project
- Leadership role in a local, regional, or national conference or in a multidisciplinary intramural conference on education or clinical care
- Evidence-based development or revision of organizational policy
- Poster or oral presentation at a local, regional, or national meeting
- Incorporation of new teaching technology or an evidence-based educational module into a curriculum
- Leadership or substantial role in a quality improvement project that documents effectiveness or leads to improved processes, clinical care, or outcomes
- Leadership role in the development or revision of evidence-based clinical practice procedures, guidelines, or treatment algorithms (e.g., order sets)
- Evidence-based consultation to public officials at community, regional, state, or national venues