

## **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) of original research 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:** *All service activities including clinical service, non-clinical/community service and service to research can be combined to demonstrate proficiency in service.*

- Documented service assignment (clinical, non-clinical/community and/or service to research) and satisfactory peer and supervisory reviews of the service. Reviews by the recipients of the service must be obtained and document proficiency.
- 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, etc.) should be included in the department promotion, tenure or periodic career review. Non-departmental administrative activities should be reviewed independently of the department review by the candidate's appropriate supervisor(s) and sent to the department for inclusion in its review
- Examples or recipients of the service include but not limited to referring physicians, patients, community organizations, local, regional or national organizations, mentees, research colleagues.

**Scholarly Activity** – see page 12

**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 of original research 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:** *All service activities including clinical service, non-clinical/community service and service to research can be combined to demonstrate proficiency in service.*

- Documented service assignment (clinical, non-clinical/community and/or service to research) and satisfactory peer and supervisory reviews of the service. Reviews by the recipients of the service must be obtained and document proficiency.
- 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, etc.) should be included in the department promotion, tenure or periodic career review. Non-departmental administrative activities should be reviewed independently of the department review by the candidate's appropriate supervisor(s) and sent to the department for inclusion in its review
- Examples or recipients of the service include but not limited to referring physicians, patients, community organizations, local, regional or national organizations, mentees, research colleagues.

**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.

## SERVICE – TERM TRACK

**PROMOTION TO ASSOCIATE PROFESSOR:** Candidate must demonstrate excellence in service, proficiency in the additional areas of the annual work plan, and scholarly activity. ***All service activities including clinical service, non-clinical/community service and service to research can be combined to demonstrate excellence or proficiency in service.***

### Excellence in Service

- Documented clinical service, service to research, and/or a non-clinical/community assignment and a major responsibility (i.e., leadership role) in a clinical service, service to research, and/or non-clinical/community program.
- Measurably and significantly improved the clinical service, service to research and/or the non-clinical/community service program.
  - Measures of improvement in clinical service 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.
  - Measures of improvement in non-clinical/community service include but are not limited to successful revision of course materials and instructional methods to improve quality, quantity and/or outcomes of mentoring activities, improved community health care outcomes, documented improvements due to administrative assignments related to clinical work, development or implementation of policies or programs involving local, regional, national, and/or international organizations
  - Measures of improvement in service to research include but are not limited to a significant participation in obtaining funding for the program through contracts or grants, development of new research programs, or increased research productivity of the program including scientific presentations and nationally recognized (e.g., included in PubMed) peer-reviewed publications.
  - 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, etc.) should be included in the department promotion, tenure or periodic career review. Non-departmental administrative activities should be reviewed independently of the department review by the candidate's appropriate supervisor(s) and sent to the department for inclusion in its review.
- Peer and supervisory reviews must support the rating of excellence
- Reviews by the recipients of the service (examples include but not limited to referring physicians, patients, community organizations, local, regional, or national organizations, mentees, research colleagues and collaborators) 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 original 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).
- Published review articles, opinions or perspectives can augment, but not replace this requirement for peer-reviewed publication of original research findings.
- Reviews by collaborators, peers, and external reviewers indicating satisfactory performance

### Scholarly Activity - see page 12

**PROMOTION TO PROFESSOR:** In addition to meeting the criteria for promotion to associate professor, extra-university leadership in service must be demonstrated. ***All service activities including clinical service, non-clinical/community service, and service to research can be combined to demonstrate extra-university service.***

Note: Examples include but are not limited to: 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 leadership in extra-university clinical or non-clinical/community initiatives, leadership roles in national forums, or invitations to speak nationally or internationally. With respect to participation in clinical trials, there should be evidence of an extra-university leadership role.

Examples of extra-university leadership in service to research include but are not limited to: leadership or critical participation on funded multi-site projects (regional, national, international), and participation in national grant reviews, study sections or editorial boards.

## SERVICE - PROBATIONARY AND TENURED

**PROMOTION TO ASSOCIATE PROFESSOR AND AWARD OF TENURE:** Candidate must demonstrate excellence in service, proficiency in the additional areas of the annual work plan, and scholarship in one area. ***All service activities including clinical service, non-clinical/community service, and service to research can be combined to demonstrate extra-university service.***

### Excellence in Service

- Documented clinical service, service to research, and/or non-clinical/community service assignment and a major responsibility (i.e., leadership role) in a clinical program, service to research and/or non-clinical/community service.
- Measurably and significantly improved the clinical service, service to research, and/or non-clinical/community service program.
  - 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.
  - Measures of improvement in non-clinical/community service include but are not limited to successful revision of course materials and instructional methods to improve quality, quantity and/or outcomes of mentoring activities, improved community health care outcomes, documented improvements due to administrative assignments related to clinical work, development or implementation of policies or programs involving local, regional, national, and/or international organizations
  - Measures of improvement in service to research include but are not limited to a significant participation in obtaining funding for the program through contracts or grants, development of new research programs, or increased research productivity of the program including scientific presentations and nationally recognized (e.g., included in PubMed) peer-reviewed publications.
  - 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, etc.) should be included in the department promotion, tenure or periodic career review. Non-departmental administrative activities should be reviewed independently of the department review by the candidate's appropriate supervisor(s) and sent to the department for inclusion in its review.
- Peer and supervisory reviews must support the rating of excellence
- Reviews by the recipients of the service (examples include but not limited to referring physicians, patients, community organizations, local, regional, or national organizations, mentees, research colleagues and collaborator) must support the rating of excellence

### Scholarship in Service

- innovations in service (development of new protocols, new clinical, non-clinical/community or service to research programs or the expansion of existing programs);
- documentation of peer acceptance of scholarship through peer-review publications in any area of service;
- extramurally funded clinical initiatives, non-clinical/community initiatives, or service to research efforts;
- presentation of innovations/findings, on-average annually, in a national forums;
- for tenure review: emerging regional/national recognition in a focused area of service 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 Research

- Documented research assignment including community-engaged research is best evidenced by regular dissemination of original 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)
- Published review articles, opinions or perspectives can augment, but not replace this requirement for peer-reviewed publication of original research findings.
- 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 established national/international recognition in a focused area of service expertise that is evidenced in extramural letters and extra-university leadership.

Note: Examples of extra-university leadership in clinical and/or non-clinical/community service include but are not limited to: 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 leadership in extra-university clinical or non-clinical/community initiatives, leadership roles in national forums, or invitations to speak nationally or internationally. With respect to participation in clinical trials, there should be evidence of an extra-university leadership role.

Examples of extra-university leadership in service to research include but are not limited to: leadership or critical participation on funded multi-site projects (regional, national, international), and participation in national grant reviews, study sections or editorial boards.

## 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:** *All service activities including clinical service, non-clinical/community service and service to research can be combined to demonstrate proficiency in service.*

- Documented service assignment (clinical, non-clinical/community and/or service to research) and satisfactory peer and supervisory reviews of the service. Reviews by the recipients of the service must be obtained and document proficiency.
- 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, etc.) should be included in the department promotion, tenure or periodic career review. Non-departmental administrative activities should be reviewed independently of the department review by the candidate's appropriate supervisor(s) and sent to the department for inclusion in its review
- Examples or recipients of the service include but not limited to referring physicians, patients, community organizations, local, regional or national organizations, mentees, research colleagues.

### **Proficiency in Research**

- Documented research assignment including community-engaged research is best evidenced by regular dissemination of original 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)
- Published review articles, opinions or perspectives can augment, but not replace this requirement for peer-reviewed publication of original research findings.
- Reviews by collaborators, peers, and external reviewers indicating satisfactory performance

### **Scholarly Activity** see page 12

**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:** *All service activities including clinical service, non-clinical/community service and service to research can be combined to demonstrate proficiency in service.*

- Documented service assignment (clinical, non-clinical/community and/or service to research) and satisfactory peer and supervisory reviews of the service. Reviews by the recipients of the service must be obtained and document proficiency.
- 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, etc.) should be included in the department promotion, tenure or periodic career review. Non-departmental administrative activities should be reviewed independently of the department review by the candidate's appropriate supervisor(s) and sent to the department for inclusion in its review
- Examples or recipients of the service include but not limited to referring physicians, patients, community organizations, local, regional or national organizations, mentees, research colleagues.

### Proficiency in Research

- Documented research assignment including community-engaged research is best evidenced by regular dissemination of original 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)
- Published review articles, opinions or perspectives can augment, but not replace this requirement for peer-reviewed publication of original research findings.
- 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)
  - For Periodic Career Review, if the above criterion is not met and there is prior funding within the last two years of review, then an exception will be considered if the department chair assesses the likelihood of future funding by the faculty member. This assessment should include, but is not limited to, reviews of recently submitted grant applications.
  - 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) of original research 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

- Documented clinical service, service to research and/or non-clinical/community service assignment and a major responsibility (i.e., leadership role) in a clinical program, service to research and/or non-clinical/community service.
- Measurably and significantly improved the clinical, service to research and/or non-clinical/community program.
  - 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.
  - Measures of improvement in non-clinical/community service include but are not limited to successful revision of course materials and instructional methods to improve quality, quantity and/or outcomes of mentoring activities, improved community health care outcomes, documented improvements due to administrative assignments related to clinical work, development or implementation of policies or programs involving local, regional, national, and/or international organizations
  - Measures of improvement in service to research include but are not limited to a significant participation in obtaining funding for the program through contracts or grants, development of new research programs, or increased research productivity of the program including scientific presentations and nationally recognized (e.g., included in PubMed) peer-reviewed publications.
  - 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, etc.) should be included in the department promotion, tenure or periodic career review. Non-departmental administrative activities should be reviewed independently of the department review by the candidate's appropriate supervisor(s) and sent to the department for inclusion in its review.
- Peer and supervisory reviews must support the rating of excellence  
Reviews by the recipients of the service (examples include but not limited to referring physicians, patients, community organizations, local, regional, or national organizations, mentees, research colleagues and collaborator) 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 12

### 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, service or research activities. These occur when faculty systematically design, implement, access, or redesign educational, service, or research activities.

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

1. Scholarship as defined in each of the areas of service, research, and teaching
2. Journal articles, papers on pedagogic issues, review articles, case reports, clinical outcomes studies, electronic dissemination, textbooks, book chapters, workbooks adopted by other institutions
3. 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
4. Invited lectureships, giving grand rounds, extra-university leadership roles, presentations of scholarship at national forums
5. 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)
6. Service as a board reviewer or writing board review questions
7. Active service on a regional or national committee or a board related to service, education, or research
8. Intramural or extramural funding for a service or educational project
9. Leadership role in a local, regional, or national conference or in a multidisciplinary intramural conference on education or clinical care
10. Evidence-based development or revision of organizational policy
11. Poster or oral presentation at a local, regional, or national meeting
12. Incorporation of new teaching technology or an evidence-based educational module into a curriculum
13. Leadership or substantial role in a quality improvement project that documents effectiveness or leads to improved processes, clinical care, or outcomes
14. Leadership role in the development or revision of evidence-based clinical practice procedures, guidelines, or treatment algorithms (e.g., order sets)
15. Evidence-based consultation to public officials at community, regional, state, or national venues
16. Leadership or substantial contribution to health outcomes related to healthcare education or access including development of curricula, programs, or policies within the university or community organizations.

