Academic Career Development—Clinical title series criteria guidelines*

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*Version 1. Updated July 15, 2018. These guidelines will be reviewed periodically and modified as appropriate with continued input.
Section 1: The purpose and use of these guidelines

This document will inform, guide, and assist clinical title series faculty members as well as their leadership and mentors as they seek promotion within the University of Kentucky College of Medicine. It serves to elaborate on the criteria for promotion established by the President of the University.

As the college progresses, it is necessary maintain our strong academic standards or the institution and acknowledge the increased desire for diversity, both in the traditional sense as well as in position across the college. Clinical title series faculty members are crucial to UK HealthCare and the College of Medicine and it is vital to recognize their unique contributions at the local, regional, or national stage.

The recommendations were developed under careful consideration by the College of Medicine leadership team, faculty council, council of chairs, the clinical title series subcommittee, the College of Medicine APT committee, and multiple interviews with additional faculty. It is intended to serve as a “menu” of criteria for promotion, yet it is not required that an individual faculty member demonstrate each item of the criteria.

As outlined in the faculty member’s DOE the amount of effort to each criteria should be weighted by the percent of effort allotted. Likewise, the criteria should evolve as the DOE changes during the promotion period under consideration.

The following guidelines seek to:

- Align promotion criteria with the diverse activities and assignments based on a passion for growing at an academic medical center.
- Inform, guide, and assist academic units in: one, preparation of dossiers at initial appointment or for those being proposed for promotion and, two, preparation and revision of statements of evidence for appointment and promotion.
- Inform and assist the College of Medicine APT committee as they review dossiers of clinical title series faculty members.

To be considered for promotion, all faculty members must meet the terms outlined in their letters of appointment (or reappointment) which should be consistent with the Departmental Statement of Evidence. 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 scholarship, research, administrative work, etc.

The expected timeline for promotion in the clinical title series should reflect that for the special and regular title series. Prior to the beginning of the promotion review process, department leadership must:

- Ensure guidelines for promotion are included with all appointment letters.
- Outline consistent promotion expectations and provide these clear expectations and process details to faculty.
- Develop appropriate evidence of excellence for the discipline which will align with general promotional criteria.
Section 2: Terms defined by the University of Kentucky College of Medicine
The following definitions are intended to assist and guide faculty members as they consider the specific activities to pursue in their journey through the academic ranks.

The definition of scholarship:
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.

The definition of reputation:
Local: within the College of Medicine*
Regional: beyond the UK HealthCare system within the Commonwealth of Kentucky*
National: beyond the borders of Kentucky
International: outside of the USA

*For clinical title series faculty in non-consultative specialties without the opportunity to build a referral-based practice (such as primary care, emergency medicine, anesthesiology, hospitalist specialties, community- or VA-based surgery) the College of Medicine APT committee may define local reputation as within one’s own department, and regional as beyond one’s own department. This should be requested for consideration by the department at the time of proposed promotion. National reputation should include efforts that are system-wide, statewide, or beyond.

The definition of written scholarship:
Written publications in high-quality outlets will only improve the reputation of the UK College of Medicine and UK HealthCare. Therefore, clinical title series faculty will be recognized for the publication of first and senior author original research, chapters, reviews, and/or textbooks related to area of clinical expertise that are recognized as authoritative and are widely cited. Publication as the first and senior author manuscripts demonstrate the impact of the candidate’s innovation on quality of care, clinical outcomes, and/or access to care. Those publications in a group authorship will be weighted relative to the quality of the journal and new knowledge generated.

During this process, participation in meaningful clinical research is significant. The highest weight will be given to original clinical research that impacts clinical care at the national or international level. Additional weight will be given for being institutional PI as opposed to associate investigator. It is not
enough merely to participate in clinical trials. Finally, it is suggested that weight be given to clinical trial recruitment and stewardship of resources as demonstrated by adherence to budgets.

The definition of clinical expert:
As an academic medical center, the UK College of Medicine and UK HealthCare revolve around patients and the expert care they are provided by our clinicians. In terms of this document, a clinical expert is defined as having “strong regional, and (for professor) national, recognition as a clinical expert* as evidenced by regional and/or national leadership roles and reputation related to the clinical field.”

*For clinical title series faculty in non-consultative specialties without the opportunity to build a referral-based practice (such as primary care, emergency medicine, anesthesiology, hospitalist specialties, community- or VA-based surgery) the College of Medicine APT committee may define local reputation as within one’s own department, and regional as beyond one’s own department. This should be requested for consideration by the department at the time of proposed promotion. National reputation should include efforts that are system-wide, statewide, or beyond.

The definition of instruction:
Instruction is defined as the act of teaching or providing education. The college 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, etc. Additionally, instruction may be provided to anyone including enrolled students, graduate trainees, faculty peers, and learners outside of the University.
Section 3: Guidelines, criteria, and potential statements of evidence

The 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 that a faculty member should meet all listed criteria, and when being evaluated for promotion the volume of metric activity should be weighted against effort percentages in the faculty member’s DOE.

Instruction metric examples:

- **Outcomes of learners:**
  - Board certification pass rates of residents,
  - Matching of students into excellent training programs,
  - USMLE pass rates, shelf exam scores, pre and post tests, etc.
  - 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 the judgment of colleagues in the department.** Anecdotal reports of outstanding ability in teaching will not by themselves suffice to establish this criterion.

- **Number of students/residents/fellows directly taught by the candidate.** Including approximate number of sessions, number of students per session, setting of session (e.g. classroom, small group, bedside, etc.).

- **Lectures, proctorships, or preceptorships for professional colleagues.** Objective measures of outcomes are helpful.

- **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.**

- **Requests to demonstrate curriculum.**

- **Presentations about teaching methods.**

- **Service in educational administration, planning, or analysis.**

- **Textbooks written, compiled, or edited by the faculty member and published by an established national or international publishing house.** Additional factors to consider may include the adoption of the book beyond the local or regional market, overall sales, and whether it is being considered for further editions. Reference texts are weighted the same as classroom texts. Finally, book chapters sans other written educational materials should be weighted less than a textbook but by the same criteria.

- **Development of innovative techniques relevant to education as well as demonstrated outcomes of success.**

- **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 with abstracts, posters, presentations, publications, technique, etc.
- Positive fourth-year student evaluation of clinical clerkship.
- Successful medical student performance on that discipline’s national shelf exam.
- Percentage of fourth-year medical students seeking a residency in the given specialty.
- 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.

Clinical service metric examples:

- 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.
- Access metrics such as wait time for appointments.
- Length of stay for patients.
**Research metrics examples:**

- 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 (ex. 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.

**Administrative metric examples***:

- 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 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.

*These metrics are applied when the faculty member has administrative responsibility for the metrics, such as a division chief.

**Non-clinical service examples:**

- 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. \(\leq 5\) years to realization)
• Philanthropic dollars pledged (i.e. \(> 5\) years to realization)

• Community engagement:
  o Outreach programs to schools
  o Participation in regional networks such as the Stroke Care Network or the Cancer Center Network
  o Interaction with community groups
  o Free clinics sponsored by the department

Additional metric examples:
• Evidence of “teaching or communicating publically with clinicians/learners” based on the niche or area of expertise (ex. talks to College of Medicine, regional partners, etc.).
• 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 as a “team member of a research program” (ex. Alliances, MVP, Vi3P, etc.).
• Evidence of “mentorship” in area of expertise (ex. listing of mentees).
• Publications, protocols, guidelines, clinical talks, and/or policies that are public, reviewed, and usable.
• Evidence of expertise involved in campus expansion development.
• Evidence of quality improvement efforts within specialty.
• Leadership role within the practice environment.
• Residency program directorship.
• College of Medicine Precision Medicine Initiative (ex. 23 and Me program).
• Lecture on an area of expertise.
• Residency program directorship.
• A study to solve a community problem based on expertise
• Guidelines/Protocols
• A lecture on an area of expertise for physicians/community to use
Section 4: Appendices

Appendix A: Clinical Title Series: White Paper Overall Recommendations (D. Erickson and P. Sloan et al.)

1. Regarding faculty evaluation by the College of Medicine Committee for Appointments, Appeals, Promotions, and Tenure (APT committee):
   • Evaluate each faculty member based on his/her assignment, environment, and distribution of effort (DOE).
   • Form a committee, answerable to the College of Medicine APT committee, to develop and codify appropriate measures for assessing clinical excellence and promoting clinical faculty.
   • “Provide years of experience and/or time in rank equivalent for appropriate rank for appointments and promotions.”

2. Form a committee to analyze the current financial compensation model and evaluate alternative models. Factors to consider would include faculty recruitment, retention, and contributions to the educational and scholarship missions of the College of Medicine.

3. Establish a Master Clinician program to recognize, reward and promote further development of excellent clinicians. Focus Master Clinicians’ responsibilities to allow further professional development, mentoring other faculty, teaching students and residents, and providing exemplary patient care.

4. Include CTS faculty on the ballot for electing College of Medicine representatives to the University Senate (completed).

5. Keep this Subcommittee as a standing entity for periodic re-evaluation of CTS faculty and monitoring progress on relevant initiatives.

Appendix B: Clinical title series subcommittee*

- Deborah Erickson (co-chair), MD
- Paul Sloan (co-chair), MD
- Abdulnasser Alhajeri, MD
- Timothy S. (Shawn) Caudill, MD
- Johanne Dillon, MD
- Claire Fraser, MD
- Peter A. Hardy, PhD
- Kevin Hatton, MD
- Joseph R. Haynes, MD
- Siddharth Kapoor, MD
- John T. (Tom) McLarney, MD
- Jitesh Patel, MD
- Padmaja Sudhakar, MD
- Mark Vranicar, MD
- Frederick Zachman, MD

*Faculty Council initiated and launched this subcommittee and selected the members.
Appendix C: College of Medicine APT Committee Report*

- If any information is incomplete, letters deemed unsupportive, or concerns identified, the chair should be notified and offered an opportunity to explain, prior to College of Medicine APT decision (for example, tabling review until the next meeting).
- If a candidate has an assignment that constrains practice growth, the chair should have an opportunity to explain, prior to College of Medicine APT decision.
- If the committee feels they should disapprove a candidate that has been supported by a departmental College of Medicine APT committee, the chair should be notified and offered an opportunity to reply to the committees concerns, prior to the College of Medicine APT decision.

*It is understood that input brought from the chair is purely informational to assure a complete applicant review.
CURRICULUM VITAE ~ Insert your Name

CONTENT ORGANIZATION

I. GENERAL INFORMATION
   Office Address, Email, Telephone, Fax
   Professional Licensure, Board Certification, Research Certification

II. EDUCATION
   Undergraduate, Professional/Graduate, Continuing

III. PROFESSIONAL EXPERIENCES

IV. ACADEMIC APPOINTMENTS
   Faculty, Visiting Professorships

V. HOSPITAL or CLINICAL APPOINTMENTS

VI. CONSULTING ACTIVITIES
   Local, State/Regional, National/International

VII. TEACHING ACTIVITIES
   University Faculty, Professional Faculty

VIII. ADVISING ACTIVITIES
   Student Advising, Directed Student Learning, Thesis & Dissertation, Referee for
   Academic Appointment, Promotion or Tenure

IX. ADMINISTRATIVE ACTIVITIES & UNIVERSITY SERVICE
University, College, Medical Center, Department

X. SPECIAL ASSIGNMENTS

XI. HONORS & AWARDS

XII. PROFESSIONAL ACTIVITIES, PUBLIC SERVICE & PROFESSIONAL DEVELOPMENT
Memberships, Positions Held, Advisory Groups, Review Panels, Editorial Boards, Journal Peer-Reviewing, Media Contributions, Professional Development

XIII. SPEAKING ENGAGEMENTS
Local, State/Regional, National/International

XIV. RESEARCH & INTELLECTUAL CONTRIBUTIONS
Publications, Abstract Presentations, Sponsored Research Projects, Grant & Contract Activities, Non-Sponsored Research Projects, Other Creative Activities

XV. OTHER ACTIVITIES
Date Prepared: month day, year

CURRICULUM VITAE

Your Name, Degree(s)
[Rank], with tenure [if applicable], [specify] Title Series
Department of XXX
Division of XXX
University of Kentucky College of Medicine
UK HealthCare [if applicable]

Do not include personal information such as family members names, home telephone numbers, personal contact information, or social security numbers as this document may be public

Insert photograph here
I. GENERAL INFORMATION

**Office Address**  # Street, Bldg/Room
City, State, Zip Code

**Email**  email address

**Telephone**  Area Code-xxx-xxxx

**Fax**  Area Code-xxx-xxxx

**Professional Licensure**

Name of State Medical Board(s) [each one listed separately]

mm/yyyy-mm/yyyy  #xxxxx [certificate number]

Drug Enforcement Agency Controlled Substance Registration

mm/yyyy-mm/yyyy  #xxxxxxxxxxx [certificate number]

Authorized User of Radioactive Materials [if applicable]

mm/yyyy-mm/yyyy  Name of Institution/License Holder

**Board Certification**

National Board of Medical Examiners

mm/yyyy-mm/yyyy  Diplomate

American Board of XXX [specify]

mm/yyyy-mm/yyyy  Diplomate, Specialty [specify]
mm/yyyy-mm/yyyy  Diplomate, Subspecialty [specify]

**Research Certification**

University of Kentucky Collaborative Institutional Training Initiative

mm/yyyy-mm/yyyy  Completion Certificate

**Other certifications**

UPDRS training certification for assessment of Parkinson’s disease

mm/yyyy-mm/yyyy  Completion Certificate
II. EDUCATION

**Undergraduate** [oldest at top, newest at bottom]

XXX College or University  
City, State  
mm/yyyy-mm/yyyy  Degree, Major, Honors

**Professional/Graduate** [oldest at top, newest at bottom]

XXX Medical School or Graduate School  
City, State  
mm/yyyy-mm/yyyy  Degree, Major, Honors [if in progress, expected date of degree]

**Post-Graduate** [oldest at top, newest at bottom]

XXX Medical Center or University Department/Center  
City, State  
mm/yyyy-mm/yyyy  [Specify type of] Internship

XXX Medical Center or University Department/Center  
City, State  
mm/yyyy-mm/yyyy  [Specify type of] Residency [if in progress, expected completion]

XXX Medical Center or University Department/Center  
City, State  
mm/yyyy-mm/yyyy  [Specify type of] Fellowship [if in progress, expected completion]
Continuing [oldest at top, newest at bottom; special programs/courses, not Prof Development]

[Specify] Sponsoring Organization/Society/University

City, State

mm/yyyy-mm/yyyy  [Specify program/type of training]

mm/yyyy-mm/yyyy  [Specify program/type of training]
### III. PROFESSIONAL EXPERIENCES [oldest at top, newest at bottom]

<table>
<thead>
<tr>
<th>Medical Center or University #1</th>
<th>City, State</th>
<th>mm/yyyy-mm/yyyy</th>
<th>Position/Title, Department/Center, full-time or part-time</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Medical Center or University #2</th>
<th>City, State</th>
<th>mm/yyyy-mm/yyyy</th>
<th>Position/Title, Department/Center, full-time or part-time</th>
</tr>
</thead>
</table>
IV. ACADEMIC APPOINTMENTS [specify tenure/non-tenure track, academic/non-academic, full-time or part-time]

**Faculty** [oldest at top, newest at bottom]

XXX University/College #1
City, State
mm/yyyy-mm/yyyy  Assistant Professor of Xx, Xx Title Series, non-tenure-track, academic, part-time
mm/yyyy-mm/yyyy  Associate Professor of Xx, Xx Title Series, tenure-track, full-time

XXX University/College #2
City, State
mm/yyyy-mm/yyyy  Role/Position, non-tenure-track, non-academic, part-time

XXX University/College #3
City, State
mm/yyyy-mm/yyyy  Professor of Xx, Xx Title Series, tenure-track, full-time

**Visiting Professorships** [oldest at top, newest at bottom] used for non-UK invited presentations rather than internal activities

XXX University/Medical Center #1
City, State
mm/yyyy  **Grand Rounds:** “Title of Talk”

XXX University/Medical Center #2
City, State
mm/yyyy  **Grand Rounds**: “Title of Talk”

mm/yyyy  Resident Conference: “Title of Talk”

mm/yyyy  Resident Conference: “Title of Talk”
V. HOSPITAL or CLINICAL APPOINTMENTS [oldest at top, newest at bottom; specify full-time or part-time]

May include RVUs for most recent and or listed by year but should provide benchmark data for evaluation in regards to peers.

May also include subheading statements for special skills and/or talents that distinguish the individual in their respective clinical areas. Highlight unique technologies and/or procedures, both diagnostic and therapeutic that contribute to the University mission.

May include Quality indicators such as: mortality metrics, complication rates, and patient satisfaction rates where performance measures can easily be internally and externally benchmarked for comparison.

XXX Medical Center or University #1
Department/Center
City, State
mm/yyyy-mm/yyyy Position/Title, full-time or part-time

XXX Medical Center or University #2
Department/Center
City, State
mm/yyyy-mm/yyyy Position/Title, full-time or part-time
VI. CONSULTING ACTIVITIES [oldest at top, newest at bottom in each section]

Local

[Specify] Company/Organization/University #1
City, State
mm/yyyy-mm/yyyy  Position/Title/Role/Nature of Work
mm/yyyy-mm/yyyy  Position/Title/Role/Nature of Work [different role]

[Specify] Company/Organization/University #2
City, State
mm/yyyy-mm/yyyy  Position/Title/Role/Nature of Work

State/Regional

[Specify] Company/Organization/University
City, State
mm/yyyy-mm/yyyy  Position/Title/Role/Nature of Work

National/International

[Specify] Company/Organization/University
City, State
mm/yyyy-mm/yyyy  Position/Title/Role/Nature of Work
VII. TEACHING ACTIVITIES [oldest at top, newest at bottom in each section; use for students, residents, fellows, continuing education programs]

University Faculty

Include separate categories for clerkship, residency, and fellowship director or supporting educational positions, Formal didactic course instruction separated by leadership roles such as course director followed by roles as lecturer, and statement and description of informal and clinical service teaching (bedside) responsibilities and time commitments for medical students, graduate students, undergraduate students, residents, and fellows.

If you have substantial DOE in instruction you may wish to include a description of the program that you oversee such as the size and duration of your third year clerkships, fourth-year electives, residency and or fellowship class size and extent of time and effort commitment to allow reviewers to better evaluate the DOE in regards to time and effort invested in these activities.

You may wish to include comparative metrics of instructional success for your trainees including but not limited to, Outcomes of learners demonstrated through a variety of objective means including: board certification pass rates of residents, matching of students into excellent training programs, USMLE pass rates, shelf exam scores, pre and post tests, etc.

Use subcategory descriptions to fully delineate and explain both traditional and nontraditional scholarly activities related to instructional activities.

In addition candidates may wish to include teaching awards within this section to be sure they are not glossed over when reviewing the honors and awards section that is distinct from instructional activities.

XXX University/Medical Center #1

City, State

mm/yyyy-mm/yyyy Course/Program/Lectures #1 [including Course #, type of students]
mm/yyyy-mm/yyyy  Course/Program/Lectures #2 [including Course #, type of students]

XXX University/Medical Center #2
City, State

mm/yyyy-mm/yyyy  Course/Program/Lectures #1 [including Course #, type of students]

Professional Course/Program Faculty

XXX Organization/Society/Company
City, State

mm/yyyy-mm/yyyy  Course/Program/Lectures #1
mm/yyyy-mm/yyyy  Course/Program/Lectures #2
VIII. ADVISING ACTIVITIES [oldest at top, newest at bottom in each section]

Student Advising

Faculty may choose to subcategorize their advising roles by rank of learner including high school student, undergraduate, graduate, medical, intern, resident, fellow, faculty mentorship roles.

This section can be strengthened by including particular achievements, awards, or recognition attributed to the mentee or advisee. Substantial bodies of work produced by the mentee and/or advisee may also be included in the section if they directly relate to the training received through your instructional role with this learner.

XXX University/Medical Center #1
City, State
mm/yyyy-mm/yyyy Role/Student’s Name/Type/Year/Department/Hrs [specify activities] #1
mm/yyyy-mm/yyyy Role/Student’s Name/Type/Year/Department/Hrs [specify activities] #2

XXX University/Medical Center #2
City, State
mm/yyyy-mm/yyyy Role/Student’s Name/Type/Year/Department [specify activities] #1
mm/yyyy-mm/yyyy Role/Student’s Name/Type/Year/Department [specify activities] #2

Directed Student Learning

XXX University/Medical Center
City, State
mm/yyyy-mm/yyyy Role/Student’s Name/Type/Year/Department/Credit Hrs [specify project]
Thesis & Dissertation

Please separate by role such as chair and or committee member for each graduate student

XXX University/Medical Center
City, State
mm/yyyy-mm/yyyy  Role/Student’s Name/Type/Year/Department/Program/Credit Hrs [specify topic]

Invited Referee for Academic Appointment, Promotion or Tenure  [do not name candidate]

Do not include required intra-departmental letters of support for collegial appointment and/or promotion within your own department or for adjunct faculty members of your department

XXX University/Medical Center #1
City, State
mm/yyyy  Recommendation for Promotion to Rank of XXX [specify rank]

mm/yyyy  Recommendation for Appointment at Rank of XXX [specify rank]

XXX University/Medical Center #2
City, State
mm/yyyy  Recommendation for Tenure at Rank of XXX [specify rank]

mm/yyyy  Recommendation for Promotion to Rank of XXX [specify rank]
IX. ADMINISTRATIVE ACTIVITIES & UNIVERSITY SERVICE [oldest at
top, newest at bottom in each section]

include quality improvement committees for clinical care as well as for administrative
improvements, research and enhancement, and educational initiatives that support
University, College, UK healthcare, and departmental missions and goals

University [include Senate, Councils]

XXX University
City, State

Administration
mm/yyyy-mm/yyyy Role (Member/Chair), Name of Committee #1
mm/yyyy-mm/yyyy Role (Member/Chair), Name of Committee #2

Education & Research
mm/yyyy-mm/yyyy Role (Member/Chair), Name of Committee #1
mm/yyyy-mm/yyyy Role (Member/Chair), Name of Committee #2

College [include Councils, KMSF]

XXX University/Medical Center
City, State

Administration & Clinical Operations
mm/yyyy-mm/yyyy Role (Member/Chair), Name of Committee #1
mm/yyyy-mm/yyyy Role (Member/Chair), Name of Committee #2
Education & Research

mm/yyyy-mm/yyyy  Role (Member/Chair), Name of Committee #1
mm/yyyy-mm/yyyy  Role (Member/Chair), Name of Committee #2

Medical Center

XXX University/Medical Center
City, State

Administration & Clinical Operations

mm/yyyy-mm/yyyy  Role (Member/Chair), Name of Committee #1
mm/yyyy-mm/yyyy  Role (Member/Chair), Name of Committee #2

Education & Research

mm/yyyy-mm/yyyy  Role (Member/Chair), Name of Committee #1
mm/yyyy-mm/yyyy  Role (Member/Chair), Name of Committee #2
IX. ADMINISTRATIVE ACTIVITIES & UNIVERSITY SERVICE [oldest at top, newest at bottom in each section]

Department

May include reference to your laboratory or other work unit and include metrics in regards to that work unit or laboratories productivity and your relative contributions and importance to the past and continued success of the work unit or laboratory

XXX University/Medical Center

Department of XXX

City, State

Administration & Clinical Operations

<table>
<thead>
<tr>
<th>mm/yyyy-mm/yyyy</th>
<th>Role (Member/Chair), Name of Committee #1</th>
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Education & Research

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<tbody>
<tr>
<td>mm/yyyy-mm/yyyy</td>
<td>Role (Member/Chair), Name of Committee #2</td>
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</table>
X. SPECIAL ASSIGNMENTS

This section should include time-limited assignments such as serving on a university, college, or departmental search committee, program evaluation committee, or other service to the university, college or department that has a finite rather than ongoing purpose for the institution.

mm/yyyy-mm/yyyy  Describe particulars in detail
XI. HONORS & AWARDS [specify nature/meaning of each; academic, professional, honorary, not grants; oldest at top, newest at bottom]

mm/yyyy          Type of Honor/Award #1, Sponsoring Organization/Society/University
mm/yyyy          Type of Honor/Award #2, Sponsoring Organization/Society/University
### XII. PROFESSIONAL ACTIVITIES, PUBLIC SERVICE & PROFESSIONAL DEVELOPMENT
[oldest at top, newest at bottom in each section]

#### Memberships

<table>
<thead>
<tr>
<th>Role</th>
<th>Name of Agency/Board/Organization/Society</th>
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<tr>
<td></td>
<td>mm/yyyy-mm/yyyy Name of Sponsoring Board/Organization/Professional or Scientific Society</td>
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<tr>
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<td>mm/yyyy-mm/yyyy Name of Sponsoring Board/Organization/Professional or Scientific Society</td>
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#### Positions Held

**Local**

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<td>mm/yyyy-mm/yyyy Role (Member/Chair), Name of Committee #2</td>
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**State/Regional**

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<tr>
<td></td>
<td>mm/yyyy-mm-yyyy Role (Member/Chair), Name of Committee #2</td>
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</table>
Name of Agency/Board/Organization/Society #2

mm/yyyy-mm/yyyy  Role (Member/Chair), Name of Committee #1
mm/yyyy-mm/yyyy  Role (Member/Chair), Name of Committee #2

National/International

Name of Agency/Board/Organization/Society #1

mm/yyyy-mm/yyyy  Role (Member/Chair), Name of Committee #1
mm/yyyy-mm/yyyy  Role (Member/Chair), Name of Committee #2

Name of Agency/Board/Organization/Society #2

mm/yyyy-mm/yyyy  Role (Member/Chair), Name of Committee #1
mm/yyyy-mm/yyyy  Role (Member/Chair), Name of Committee #2
XII. PROFESSIONAL ACTIVITIES, PUBLIC SERVICE & PROFESSIONAL DEVELOPMENT - continued [oldest at top, newest at bottom in each section]

Advisory Groups

Name of Agency/Board/Company/Group/Organization/Society

mm/yyyy-mm/yyyy Role (Member/Chair), Name of Committee #1

mm/yyyy-mm/yyyy Role (Member/Chair), Name of Committee #2

Review Panels

Name of Agency/Board/Organization/Society

mm/yyyy-mm/yyyy Position/Role

mm/yyyy-mm/yyyy Position/Role

Editorial Boards

mm/yyyy-mm/yyyy Name of Journal/Publisher #1

mm/yyyy-mm/yyyy Name of Journal/Publisher #2

Journal Peer-Reviewing

mm/yyyy-mm/yyyy Name of Journal/Publisher #1

mm/yyyy-mm/yyyy Name of Journal/Publisher #2

Media Contributions [when interviewed; self-authored lay press in XIV.A. Lay Press]
Name of Organization/Television-Radio Station/Newsprint/Internet

mm/yyyy-mm/yyyy  Topic, Media Type, City, State, Interviewer’s Name #1
mm/yyyy-mm/yyyy  Topic, Media Type, City, State, Interviewer’s Name #2

Professional Development

Name of Sponsoring Agency/Group/Organization/Society #1

mm/yyyy-mm/yyyy  Type/Nature of Meeting, Location (City, State), # CEUs
mm/yyyy-mm/yyyy  Type/Nature of Meeting, Location (City, State), # CEUs

Name of Agency/Board/Organization/Society #2

mm/yyyy-mm/yyyy  Type/Nature of Meeting, Location (City, State), # CEUs
mm/yyyy-mm/yyyy  Type/Nature of Meeting, Location (City, State), # CEUs
XIII. SPEAKING ENGAGEMENTS [Invited lectureships, panel sessions; oldest at top, newest at bottom in each section]

Local

you may choose to separate local into both intra-as well as extramural activities. Intramural would include local lectures within the University system to students, staff, or in support of other University activities. Extramural would include engagement and speaking for local non-University-based organizations such as local patient support groups or other organizations

XXX University/Medical Center/Organization/Society #1
City, State
mm/yyyy Forum/Session/Conference: “Title of Talk” #1
mm/yyyy Forum/Session/Conference: “Title of Talk” #2

XXX University/Medical Center/Organization/Society #2
City, State
mm/yyyy Forum/Session/Conference: “Title of Talk”

State/Regional

XXX University/Medical Center/Organization/Society #1
City, State
mm/yyyy Forum/Session/Conference: “Title of Talk”

XXX University/Medical Center/Organization/Society #2
City, State
mm/yyyy Forum/Session/Conference: “Title of Talk” #1
mm/yyyy Forum/Session/Conference: “Title of Talk” #2
XIV. RESEARCH & INTELLECTUAL CONTRIBUTIONS

A. PUBLICATIONS [oldest at top, newest at bottom in each section; number each within each section; published or accepted for publication/in press; NOT in preparation; follow AMA format]

You may wish to include metrics such as your H-index and/or other metrics of reputation within the field to bolster recognition of your accomplishments

Peer-Reviewed Original Research in Professional, Scientific or Educational Journals

1. Author(s) [bold your name]. Title. Journal. Year; Volume: Pages.
   

Non-Peer-Reviewed Articles, Editorials, Reviews in Professional, Scientific or Educational Journals

1. Author(s) [bold your name]. Title. Journal. Year; Volume: Pages.
   

Books, Book Chapters, Monographs

1. Author(s) [bold your name]. Title of Book, #ed (if not 1st edition). City, State: Publisher; Year.
   

2. Author(s) [bold your name]. Title of Chapter. In: Name of Editor(s), eds. Title of Book, #ed (if not 1st edition). City, State: Publisher; Year: Pages.
   
   EX: James NE. Two sides of paradise: the Eden myth according to Kirk and Spock. In:

**Letters, Book Reviews, Lay Press**

1. Author(s) [bold your name]. Title. Journal/Newspaper. Date; Volume: Pages.


**Electronic Media**

1. Authors [bold your name]. Title. Name of Website. Year;Volume:Pages. URL.


XIV. RESEARCH & INTELLECTUAL CONTRIBUTIONS - continued

B. ABSTRACT PRESENTATIONS [specify type: Podium, Poster, Exhibit, Electronic, Educational Exhibit, Scientific Exhibit; oldest at top, newest at bottom in each section]

Local/State/Regional Meetings

This is for presentations and personal contributions rather than simple attendance at these meetings. Subsections for each item should be added for areas of distinction such as awards for you and/or for students presenting undue your mentorship for which you are included as a co-author. Making this information available to gauge the relative contribution of your activities is extremely important.

You should separate this section into local/University versus state/regional in order to better find the geographic reach of your scholarly activity.

1. Month Year. Authors [bold your name]. Title. Name of organization/society/symposium. City, State. Podium (XXX name of presenter if other than yourself). Award/citation, if any.
2. Month Year. Authors [bold your name]. Title. Name of organization/society/symposium. City, State. Scientific Exhibit. Award/citation, if any.
3. Month Year. Authors [bold your name]. Title. Name of organization/society/symposium. City, State. Poster. Award/citation, if any.

National/International Meetings

1. Month Year. Authors [bold your name]. Title. Name of organization/society/symposium. City, State. Podium. Award/citation, if any.
2. Month Year. Authors [bold your name]. Title. Name of organization/society/symposium. City, State. Educational Exhibit. Award/citation, if any.
3. Month Year. Authors [bold your name]. Title. Name of organization/society/symposium. City, State. Electronic Exhibit. Award/citation, if any.
## XIV. RESEARCH & INTELLECTUAL CONTRIBUTIONS - continued

### C. SPONSORED RESEARCH PROJECTS, GRANT & CONTRACT ACTIVITIES

[oldest at top, newest at bottom in each section; include Pending]

**Active**

<table>
<thead>
<tr>
<th>Project Title:</th>
<th>Name of Project #1</th>
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<tbody>
<tr>
<td>Project Number:</td>
<td>Assigned #, e.g., IRB</td>
</tr>
<tr>
<td>Principal Investigator(s):</td>
<td>Name and Degree</td>
</tr>
<tr>
<td>Role in Project:</td>
<td>Role/Function (e.g., Co-Investigator, Key Personnel)</td>
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<tr>
<td>Effort:</td>
<td>xx %</td>
</tr>
<tr>
<td>Institution/University:</td>
<td>Where Part or All of Work Performed</td>
</tr>
<tr>
<td>Source of Funding:</td>
<td>Name of Sponsor (Intramural or Extramural?)</td>
</tr>
<tr>
<td>Duration of Project:</td>
<td>mm/yyyy-mm/yyyy</td>
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<tr>
<td>Total Award:</td>
<td>$XXX [or Pending]</td>
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<td>Grant Number:</td>
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<td>Effort:</td>
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XIV. RESEARCH & INTELLECTUAL CONTRIBUTIONS - continued

C. SPONSORED RESEARCH PROJECTS, GRANT & CONTRACT ACTIVITIES – continued [oldest at top, newest at bottom in each section; include Pending]

Inactive

Project Title: Name of Project #1  
Project Number: Assigned #, e.g., IRB 
Principal Investigator(s): Name and Degree  
Role in Project: Role/Function (e.g., Co-Investigator, Key Personnel)  
Effort: xx %  
Institution/University: Where Part or All of Work Performed  
Source of Funding: Name of Sponsor (Intramural or Extramural?)  
Duration of Project: mm/yyyy-mm/yyyy  
Total Award: $XXX [or Pending]  
Grant Number: Account #

Project Title: Name of Project #2 
Project Number: Assigned #, e.g., IRB  
Principal Investigator(s): Name and Degree  
Role in Project: Role/Function (e.g., Co-Investigator, Key Personnel)  
Effort: xx % 
Institution/University: Where Part or All of Work Performed  
Source of Funding: Name of Sponsor (Intramural or Extramural?)  
Duration of Project: mm/yyyy-mm/yyyy  
Total Award: $XXX [or Pending]  
Grant Number: Account #
### D. NON-SPONSORED RESEARCH PROJECTS

[oldest at top, newest at bottom in each section]

#### Active

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<td>Principal Investigator(s):</td>
<td>Name and Degree</td>
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<td>Role in Project:</td>
<td>Role/Function</td>
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<tr>
<td>Date Started:</td>
<td>mm/yyyy</td>
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<tr>
<td>Date To Be Completed:</td>
<td>mm/yyyy</td>
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<td>Institution/University:</td>
<td>Where Part or All of Work Performed</td>
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<td>Where Part or All of Work Performed</td>
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XIV. RESEARCH & INTELLECTUAL CONTRIBUTIONS - continued

D. NON-SPONSORED RESEARCH PROJECTS – continued [oldest at top, newest at bottom in each section]

Inactive

Project Title: Name of Project #1
Project Number: Assigned #, e.g., IRB
Principal Investigator(s): Name and Degree
Role in Project: Role/Function
Date Started: mm/yyyy
Date Completed: mm/yyyy
Institution/University: Where Part or All of Work Performed

Title: Name of Project #2
Project Number: Assigned #, e.g., IRB
Principal Investigator(s): Name and Degree
Role in Project: Role/Function
Date Started: mm/yyyy
Date Completed: mm/yyyy
Institution/University: Where Part or All of Work Performed
E. OTHER CREATIVE ACTIVITIES [oldest at top, newest at bottom; include innovative materials, clinical protocols, institutional packages, modules, computer programs, innovative teaching materials, patented and copyrighted intellectual property; describe where work used and by whom]

this section may include both traditional as well as non-traditional scholarly activities, but you should try to support nontraditional scholarly activities with evidence that they meet the Boyer criteria including the fact that they must: be public, amenable to critical appraisal, measurable, and in a form that enables its use by other members of the scholarly community

Name of Agency/Board/Organization/Society #1
mm/yyyy-mm/yyyy  Title of Work/Nature of Activity/Purpose/Product #1
mm/yyyy-mm/yyyy  Title of Work/Nature of Activity/Purpose/Product #2

Name of Agency/Board/Organization/Society #2
mm/yyyy-mm/yyyy  Title of Work/Nature of Activity/Purpose/Product #1
mm/yyyy-mm/yyyy  Title of Work/Nature of Activity/Purpose/Product #2
**XV. OTHER ACTIVITIES** [oldest at top, newest at bottom; writing board examinations, curricular design committees]

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