

Appointment, Promotion, and Tenure Criteria

University of Oklahoma College of Medicine

INTRODUCTION

It is the responsibility of the University of Oklahoma College of Medicine to create and maintain a high quality faculty that contributes to the missions of the University of Oklahoma Health Sciences Center, including education, research and scholarly achievement, patient care, professional service and public outreach. The criteria for appointment, promotion, and tenure of faculty in the College of Medicine contained in this document are consistent with University policy in Section 3 of the University of Oklahoma Health Sciences Center Faculty Handbook, June, 2008.

Faculty members have responsibilities to their colleagues, deriving from common membership in a community of scholars. They shall respect and defend the free inquiry of their associates. In the exchange of criticism and ideas, they should show due respect for the opinions of others. They shall acknowledge their academic debts and strive to be objective in the professional judgment of their colleagues. It is especially important in a College of Medicine that faculty adhere to high standards of professionalism and accountability.

Tenure decisions, non-renewal of tenure track and consecutive term appointments, salary adjustments, and promotions in rank shall be based on systematic evaluations of faculty performance in the areas specified by the department chair and will include teaching, research/scholarly achievement, and service as well as the needs of the department and the college. An assessment of the faculty member's overall contribution to the college and the mission of the University, as well as that person's adherence to the standards of faculty accountability as noted in Section 3.5 of the Faculty Handbook must be included in any faculty evaluations.

Each department within the College of Medicine is expected to establish and publish criteria for appointment, promotion, and tenure related to that department and the disciplines represented in that department. The department documents may specify standards that are more specific than those of the University and College, but they must be consistent with the College of Medicine guidelines and the pertinent sections in the OUHSC Faculty Handbook.

The criteria contained in this document do not address promotion for volunteer faculty. Volunteer faculty provide valuable service, without remuneration, in supplementing the educational missions of the institution and its programs. Criteria for promotion of volunteer faculty are accordingly less stringent and should be stipulated by each department in the document containing standards and procedures for promotion.

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FACULTY APPOINTMENT TYPES

The University of Oklahoma Health Sciences Center has four faculty appointment types:

1. TENURED
2. TENURE TRACK
3. CONSECUTIVE TERM
4. LIMITED TERM

In recognition of the changing environment for medical schools and their faculties that began early in the 21st century, including increased competitiveness for research grants and the extended length of time required to establish a record of publications, the College of Medicine has designated a subset of the Consecutive Term appointment type referred to as the Flex Period. The Flex Period involves an initial Consecutive Term appointment with the option of switching to the Tenure Track within three years. Thus, upon appointment of a faculty member to the College of Medicine, the decision regarding tenure-earning eligibility may be deferred for up to three years. With the approval of the department chair, Executive Dean, and Senior Vice President and Provost, up to three years of academic service in a consecutive term appointment may be credited toward the pre-tenure period. All personnel policies related to Consecutive Term appointments contained in the Faculty Handbook will apply during the Flex Period.

Within the Tenured, Tenure Track, Consecutive Term, and Limited Term appointment types, three ranks are available:

1. ASSISTANT PROFESSOR
2. ASSOCIATE PROFESSOR
3. PROFESSOR

Limited Term appointments may be made initially at the rank of INSTRUCTOR or ASSOCIATE. Limited Term appointments have modified titles.

FACULTY PATHWAYS

The traditional criteria for selection of faculty are focused on teaching and research; however for medical education, clinical competence is essential for the majority of the faculty. It is becoming increasingly difficult to meet the demands of education, research, and patient care in such a way that a faculty member can excel consistently in all three areas. In order to carry out its societal missions, the College must achieve a balanced faculty which incorporates individuals that can achieve excellence in two areas, and in some cases individuals who devote themselves predominantly to one area. To achieve this goal of a balanced faculty, the College has developed an appointment, promotion, and tenure system which includes distinct faculty pathways.

The seven faculty pathways in the College of Medicine and their related faculty appointment types are:

<u>Pathway</u>	<u>Faculty Appointment Types</u>
1. Basic Science Faculty	Tenured, Tenure Track, Consecutive Term, or Limited Term
2. Research Faculty	Limited Term
3. Clinician Scientist	Tenured, Tenure Track, Consecutive Term, or Limited Term
4. Clinician Educator	Tenured, Tenure Track, Consecutive Term, or Limited Term
5. Clinician	Limited Term, Consecutive Term

6. Faculty Educator Tenured, Tenure Track, Consecutive Term, or Limited Term

7. Quality/Patient Safety Tenured, Tenure Track, Consecutive Term, or Limited Term

Basic Science Faculty – these are faculty members who spend the majority of their time in extramurally funded research and also have a significant teaching responsibility.

Titles for Tenured, Tenure Track & Consecutive Term Appointments: Assistant Professor, Associate Professor, and Professor

Titles for Limited Term Appointments: Assistant Professor of Research, Associate Professor of Research, and Professor of Research

Research Faculty – these are faculty members who spend nearly their entire time involved in research and who have minimal teaching responsibility.

Titles for Limited Term Appointments: Assistant Professor of Research, Associate Professor of Research, and Professor of Research

Clinician Scientist – these are faculty members with clinical responsibilities who spend significant time in basic or clinical research and who have teaching responsibilities.

Titles for Tenured, Tenure Track & Consecutive Term Appointments: Assistant Professor, Associate Professor, and Professor

Titles for Limited Term Appointments: Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor

Clinician Educator – these are faculty members who spend the majority of their time in clinical teaching and practice-related activities.

Titles for Tenured, Tenure Track & Consecutive Term Appointments: Assistant Professor, Associate Professor, and Professor

Titles for Limited Term Appointments: Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor

Clinician – these are faculty members who spend their time exclusively in clinical practice or practice-related activities and have limited interaction with students, residents and fellows in an educational context.

Titles for Limited Term Appointments: Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor

Titles for Consecutive Term Appointments: Assistant Professor, Associate Professor, and Professor

Faculty Educator – these are faculty members who spend nearly their entire time involved in the educational activities related to medical student, PA student, and other health professions student curricular activities.

Titles for Tenured, Tenure Track & Consecutive Term Appointments: Assistant Professor, Associate Professor, and Professor

Titles for Limited Term Appointments: Clinical Assistant Professor, Assistant Professor of Research, Clinical Associate Professor, Associate Professor of Research, Clinical Professor, and Professor of Research

Quality/Patient Safety – these are faculty members with clinical responsibilities who spend significant time in quality improvement and patient safety initiatives.

Titles for Tenured, Tenure Track & Consecutive Term Appointments: Assistant Professor, Associate Professor, and Professor

Titles for Limited Term Appointments: Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor

PRINCIPLES OF ACADEMIC RANK

The rank of **Instructor** presupposes the achievement of a terminal degree relevant to the discipline in question and minimal qualifications that merit appointment to the College of Medicine faculty. The rank of **Assistant Professor** should reflect demonstrated potential beyond minimal criteria; the rank of **Associate Professor** should rest on substantial, tangible achievements; and the rank of **Professor** should be based on major achievements that result in national recognition for the individual in his/her field.

Time in an academic rank is not in itself sufficient evidence for promotion. However, less than usual time in rank is not in itself sufficient to deny promotion in the presence of exceptional performance and achievement. There will be faculty who, although valuable to the University and esteemed by their learners and colleagues, may not achieve promotion to professor.

All areas will be evaluated when considering an individual for appointment or promotion. Some candidates by virtue of interest, education and assignment will show stronger performance in one area than others, and this must be considered when evaluating such individuals (see Section 3.6, OUHSC Faculty Handbook).

DOCUMENTATION REQUIREMENTS

Documentation of teaching activities may include, but not be limited to the following:

- 1) Synopsis of teaching accomplishments that reflects the contribution, quality, innovation or impact of the candidate's teaching;
- 2) Summary documentation of teaching evaluations by medical students graduate students, residents, peers and learners in continuing education programs, including notation of teaching awards;
- 3) Description of teaching responsibilities, including materials or techniques that are unique and demonstrate innovative approaches or outstanding quality;
- 4) Evidence of contributions to educational administration, curriculum planning and development, or analysis.

Documentation of research and scholarly activities may include, but not be limited to the following:

- 1) Summary of research/scholarly accomplishments that reflects the level and quality of the candidate's research/scholarly achievement;
- 2) Recognition of achievement through invitations to chair or organize symposia, edit books or journals in the professional discipline, participation as a presenter in national/international symposia, conferences, and professional meetings;
- 3) A record of funding as principal investigator or multi-PI, and/or site-PI for clinical trials investigator. This may be submitted as a chronology of research support listing its source, PI, candidate's role and annual total direct costs;
- 4) Publications in peer-reviewed journals.
- 5) Description of educational products developed that are publicly available which have been adopted as best practices.
- 6) Letter from the Department Chair describing the candidate's role within a collaborative or team science activity. The letter must clarify the significance of the candidate's role and may include information solicited from the director(s) of projects, the Principal Investigator or senior author(s) of the resulting publication.

Documentation of clinical activities may include, but not be limited to the following:

- 1) Record of the level and quality of professional and/or clinical service contributions;
- 2) Description of the acquisition, introduction, or development of new health care techniques, procedures or clinical approaches;
- 3) Summary of the development of community health-related outreach programs, improvements in clinical management, increased referrals, demonstrable improvement (quality, utilization, and access) in delivery of health care;
- 4) Publication of case studies, monographs, reviews, and book chapters.

Documentation of service for committee activities/administrative duties may include, but not be limited to the following:

- 1) Leadership positions in local, state, or national associations; service on advisory boards for granting agencies; outstanding College or University committee work;
- 2) Leadership as evidenced by serving as head of a division, department, or specific clinical service;
- 3) Professional administration and program development with delineation of mission and goals. If supervision of a clinical or administrative unit is involved, this unit should be identified and its mission described together with the duties and responsibilities of the candidate and evidence of program growth that includes its regional and national reputation.

AWARD OF TENURE

Recommendation for the award of tenure in the College of Medicine shall take into consideration the following:

1. The nature of appointment in the University.
2. The duration of appointment in the University.
3. The minimum pre-tenure period agreement at the time of appointment by the University to the Tenure Track.
4. The performance of the faculty member in teaching.
5. The performance of the faculty member in research/creative achievement.
6. The performance of the faculty member in service.
7. The demonstrated value of the faculty member to the missions of the Department, College and University.

Appointment in the University: In order to be considered for recommendation for tenure, a faculty member generally will have served the University in a position with an unmodified faculty title for a minimum of six years, or the number of years agreed to at the time of initial appointment or appointment to the Tenure Track. A faculty member may be considered for tenure early (see OUHSC Faculty Handbook, Section 3.9.3. Pre-tenure Periods).

- A. Up to three years credit may be given toward satisfying the minimum pre-tenure period for prior academic experience at this or another educational institution for assistant professors and up to four years for associate professors and professors unless otherwise specified in writing.
- B. Tenure dating from the time of initial appointment may be recommended for persons being appointed at the academic rank of professor or associate professor.

- C. There is for each faculty member appointed to a tenure track position a minimum pre-tenure period as defined above. There is the opportunity to request up to a three-year extension of the pre-tenure period.

Performance of the Faculty Member:

A decision to grant tenure must reflect an assessment of high professional competence and academic performance measured against national standards in the discipline or professional area. The criteria for the recommendation of the award of tenure to a faculty member shall include evidence of substantial accomplishment in each of the three areas: 1) teaching, 2) research and creative/scholarly activity and 3) professional and University service and public outreach; and evidence of excellence in two areas.

Teaching

If teaching is a major portion of the candidate's application, evidence must be presented that the candidate has developed and/or conducted teaching programs of high quality. Teaching activities include the following:

- i. Classroom teaching that includes lectures, seminars, laboratories, small group sessions, workshops etc.
- ii. Development of curricular materials, assessment tools and techniques.
- iii. Clinical teaching that involves lectures, demonstrations, individual or group teaching in a clinical setting, and postgraduate education.
- iv. Graduate-student teaching including mentoring and career guidance, workshops, seminars and other graduate-program duties (e.g. journal club).

Teaching in this context includes teaching with undergraduate medical students, residents, graduate students, continuing education students, in programs sponsored or co-sponsored by the Office of Continuing Medical Education of the College of Medicine and students/learners of other colleges of the University of Oklahoma.

Research and Creative/Scholarly Achievement

If research is a major portion of the candidate's application, evidence must be presented that the candidate has had major involvement in a research program that is of high quality and significance. These activities may include basic, translational and clinical research. Performance in research and creative achievement should be evaluated by considering the quality and quantity of the research/creative achievement effort as judged by those persons best suited to judge, whether faculty colleagues, the department chair, or researchers in the same or related fields from other institutions. The amount of competitively derived external research support and the number and quality of scholarly publications and patents awarded are considered as evidence of performance in this area.

Faculty take a scholarly approach when they systematically design, implement, assess, and redesign an educational activity, drawing from the literature and "best practices" in the field. Faculty engage in educational scholarship by drawing upon resources and best practices in the field and by contributing resources to it.

For the purposes of tenure consideration in the College of Medicine: "research" will be defined as investigative activity consisting of the discovery, integration and dissemination of new knowledge and scholarly works; "creative achievement" will be defined as significant, original or imaginative accomplishment including formulation, integration and dissemination of information.

The College of Medicine recognizes the increasing role of collaborative or team science. In

these instances, individuals form collaborations in order to address a scientific challenge that leverages their collective expertise. These teams can be small or large, multidisciplinary or unidisciplinary and can involve scientists, educators, clinicians or community and policy makers. Work accomplished as a member of a team will be given consideration in the promotion and tenure review process.

Service

If service is a major portion of the candidate's application, evidence must be presented that the candidate has excelled in performing high quality clinical activities, committee participation or administrative duties. Performance with respect to the provision of service should be evaluated by considering opinions of faculty colleagues, colleagues in the field outside the University, and the department chair. Service in this context should be construed to include patient care and service on departmental, college and University committees and boards. Also to be considered is service to local, state and national or international groups or organizations when the individual is identified with the University, college or department.

TENURE PROCESS

There shall be a thorough evaluation regarding the candidacy of each eligible faculty member at the various academic levels prescribed below:

- a. Tenured faculty of the department
- b. Department Chair
- c. College Promotion and Tenure Committee
- d. Dean
- e. Campus Tenure Committee
- f. Provost
- g. President

It is the responsibility of the department chair to notify eligible faculty of the tenure process regarding timing of action and the materials necessary for tenure application as prescribed by their approved departmental tenure process and statement of criteria.

It is the responsibility of the tenure candidate to assemble the information necessary for the application. The department chair assists the candidate in the determination of information to be included, solicits information and provides copies of the complete file to voting faculty prior to the departmental vote. It is also the responsibility of the department chair to cause the tenured members of the departmental faculty to gather in a timely fashion to discharge their responsibilities for recommendation.

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CRITERIA FOR FACULTY PATHWAYS

Listed in the following pages for the faculty pathways delineated earlier in this document are the basic criteria for consideration for promotion, and where applicable for those also under consideration for tenure.

Promotion should indicate that a faculty member is of comparable stature with others in the same rank and discipline at peer institutions.

All candidates for tenure must have a record of substantial accomplishment in each of the three areas: 1) teaching, 2) research and creative/scholarly activity and 3) professional and University service and public outreach; and evidence of excellence in two areas.

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Basic Science Faculty Associate Professor

The following areas will be considered in determining whether the candidate meets the requirements for promotion and/or tenure. Consideration also will be given to the candidate's adherence to high standards of professionalism and accountability as stipulated in the Introduction section of this document.

Teaching Performance:

1. Demonstrates knowledge and competence in teaching as evidenced by learner and/or peer evaluations.
2. Assumes responsibility for management of classroom and/or laboratory courses, provides leadership in course development and implementation as well as curriculum development, and develops innovative teaching materials and/or methods.
3. Supervises learners with independent studies and special projects.
4. Serves as an academic advisor and mentor to learners and junior staff (including faculty members and post-doctoral research fellows).

Tenure Track:

In addition, the individual will have demonstrated substantial contributions in medical, graduate, and/or professional education and a likelihood of continued productivity and creativity in education.

Scholarly Performance:

Non-Tenure Track

- 1.(a). Develops a scholarly focus, maintains regionally-recognized scientific and/or technical competence, and conducts funded scholarly investigation; makes continuing efforts to secure external funding for support of scholarly or other creative activity.
- 1 (b). Demonstrated role in collaborative or team-based science activities resulting in extramural funding, publications or presentations.
2. Makes presentations at research-oriented regional or national meetings on average at least every other year.
3. Is the primary, senior, or corresponding author of scholarly publications or makes significant contributions on average at least once per year in a nationally recognized peer-reviewed journal or online publication (indexed by NLM [PubMed] or similarly recognized organization); edits book or authors book chapter or book.
4. Reviews scholarly material (e.g. for peer-review of journals, grants, studies, scientific meeting abstracts).

Tenure Track

1. Secures as principal investigator or co-principal investigator national external peer-reviewed funding (preferably Federal) for support of scholarly or other creative activity. This is required for achieving tenure in this pathway.
2. Authors scholarly publications on average at least twice per year and is the primary, senior or corresponding author or makes significant contributions on average at least once per year in a nationally recognized peer-reviewed journal or online publication (indexed by NLM [PubMed] or similarly recognized organization).
3. Edits a book or authors book chapters or book(s).
4. Presents results of scholarly or other creative activity at national or regional meetings on average at least once per year.
5. Maintains continued scientific/technical competence in his/her discipline, and is nationally recognized as an expert in his/her discipline.
6. Participates significantly in accredited educational programs.

7. Reviews scholarly material (e.g. peer-review of journals, grants, studies, scientific meeting abstracts).
8. The number of patents awarded is also considered as evidence of performance in this area.

Service Performance:

1. Serves as a consultant and/or speaker in his/her area of expertise.
2. Actively contributes to the implementation of department/college goals, mission, policies and procedures, and demonstrates active participation on committees within the Department, College of Medicine, and/or the University.
3. Participates significantly in University and College of Medicine ceremonies and events.
4. Demonstrates active participation in appropriate professional organizations and attends appropriate local, state, national and/or international meetings.

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Basic Science Faculty Professor

The following areas will be considered in determining whether the candidate meets the requirements for promotion and/or tenure. Consideration also will be given to the candidate's adherence to high standards of professionalism and accountability as stipulated in the Introduction section of this document.

Teaching Performance:

1. Demonstrates superior knowledge and competence in teaching as evidenced by learner and/or peer evaluations.
2. Assumes responsibility for development, implementation, and management of classroom and/or laboratory courses, provides leadership in curriculum development, and develops innovative teaching materials and/or methods.
3. Supervises and mentors learners with independent studies and special projects.
4. Serves as an academic advisor and mentor to students, graduate students and junior staff (including faculty members and post-doctoral research fellows).
5. Serves as a mentor for other faculty.

Tenure Track:

In addition, the individual will have demonstrated substantial contributions and/or leadership in medical, graduate, and/or professional education and a likelihood of continued productivity and creativity in education.

Scholarly Performance:

Non-Tenure Track

- 1(a). Demonstrates a scholarly focus, maintains nationally recognized scientific and/or technical competence, and secures and maintains as a primary investigator external funding to conduct scholarly investigation (basic, translational or clinical, including outcome study or case study).
- 1(b). Demonstrated role in collaborative or team-based science activities resulting in extramural funding, publications or presentations
2. Makes presentations at national meetings on average at least once per year.
3. Is the primary, senior, or corresponding author of scholarly publications or makes significant contributions on average more than one per year in a nationally recognized peer-reviewed journal or online publication (indexed by NLM [PubMed] or similarly recognized organization); edits book or authors book chapter or book.
4. Reviews scholarly material (e.g. for peer-review of journals, grants, studies, scientific meeting abstracts).

Tenure Track

1. Secures and maintains as principal investigator national external peer-reviewed funding (preferably Federal) for support of scholarly or other creative activity. This is required for achieving tenure in this pathway.
2. Authors scholarly publications on average several times every year and is the primary, senior or corresponding author or makes significant contributions on average at least twice per year in a nationally recognized peer-reviewed journal or online publication (indexed by NLM [PubMed] or similarly recognized organization).
3. Edits book or authors book chapters or book.
4. Presents results of scholarly or other creative activity at national or international meetings on average at least once every year.
5. Maintains continued scientific/technical competence in his/her discipline, and is nationally and internationally recognized as an expert and leader in his/her discipline.
6. Develops and participates significantly in accredited educational programs.

7. Reviews scholarly material (e.g. for peer-review of journals, grants, studies, scientific meeting abstracts).
8. The number of patents awarded is also considered as evidence of performance in this area.

Service Performance:

1. Serves as a consultant and/or speaker in his/her area of expertise.
2. Demonstrates leadership in the implementation of department/college goals, mission, policies and procedures, and demonstrates leadership on committees within the Department, College of Medicine, and/or the University.
3. Participates significantly in University and/or College of Medicine ceremonies and events.
4. Demonstrates leadership in appropriate professional organizations and attends appropriate local, state, national and/or international meetings.

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Research Faculty Associate Professor

The following areas will be considered in determining whether the candidate meets the requirements for promotion. Consideration also will be given to the candidate's adherence to high standards of professionalism and accountability as stipulated in the Introduction section of this document.

Teaching Performance:

1. Demonstrates knowledge and competence in teaching as evidenced by learner and/or peer evaluations.
2. Serves as a mentor for learner academic activity.
3. Serves as a mentor to junior staff (including faculty members and postdoctoral research fellows).

Scholarly Performance:

- 1(a). Develops a scholarly focus, maintains regionally-recognized scientific and/or technical competence, and conducts scholarly investigation (basic or clinical, including outcome study).
- 1(b). Demonstrated role in collaborative or team-based science activities resulting in extramural funding, publications or presentations
2. Makes presentations at research-oriented regional meetings on average once per year.
3. Is the primary, senior, or corresponding author of scholarly publications or makes significant contributions on average at least once every other year in a major nationally recognized peer-reviewed journal or online publication (indexed by NLM [PubMed] or similarly recognized organization); edits book or authors book chapter or book.
4. Reviews scholarly material (e.g. for peer-review of journals, grants, studies, scientific Meeting abstracts).

Service Performance:

1. Demonstrates involvement in the implementation and support of department/college goals, mission, policies and procedures, and serves on University and/or College of Medicine committees.
2. Participates significantly in College of Medicine ceremonies and events.
3. Maintains membership in appropriate professional organizations and attends appropriate local, state, national and/or international meetings, and contributes to the leadership or organizational activities of appropriate professional societies.

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Research Faculty Professor

The following areas will be considered in determining whether the candidate meets the requirements for promotion. Consideration also will be given to the candidate's adherence to high standards of professionalism and accountability as stipulated in the Introduction section of this document.

Teaching Performance:

1. Demonstrates superior knowledge and competence in teaching as evidenced by learner and/or peer evaluations.
2. Serves as an academic advisor for learners and a mentor for learner academic activity.
3. Serves as a mentor to other faculty members.

Scholarly Performance:

- 1(a). Demonstrates a scholarly focus, maintains nationally and internationally recognized scientific and/or technical competence, and conducts scholarly investigation as the primary investigator (basic or clinical, including outcome study) and serves as a collaborator with other investigators.
- 1(b). Demonstrated role in collaborative or team-based science activities resulting in extramural funding, publications or presentations.
2. Makes presentations at national and international meetings on average at least once per year.
3. Is the primary, senior, or corresponding author of scholarly publications or makes significant contributions on average at least once every year in a major nationally recognized peer-reviewed journal or online publication (indexed by NLM [PubMed] or similarly recognized organization); edits book or authors book chapter or book.
4. Reviews scholarly material (e.g. for peer-review of journals, grants, studies, scientific meeting abstracts).

Service Performance:

1. Demonstrates leadership in the development, implementation and support of department/college goals, mission, policies and procedures, and serves in a leadership role on University and/or College of Medicine committees.
2. Participates significantly in University and College of Medicine ceremonies and events.
3. Maintains membership in appropriate professional organizations and attends appropriate local, state, national and/or international meetings, and contributes to the leadership or organizational structure of appropriate professional societies.
4. Provides leadership in community service.

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Clinician Scientist Associate Professor

The following areas will be considered in determining whether the candidate meets the requirements for promotion and/or tenure. Consideration also will be given to the candidate's adherence to high standards of professionalism and accountability as stipulated in the Introduction section of this document.

Teaching Performance:

1. Demonstrates knowledge and competence in teaching evidenced by learner and/or peer evaluations.
2. Supports innovative and effective teaching methods, approaches and evaluations, and/or participates significantly in the implementation of course and curriculum development.
3. Serves as a mentor for learner academic activity.
4. Serves as a mentor to junior staff (including faculty members, postdoctoral research fellows, and clinical fellows).

Tenure Track:

In addition, the individual will have demonstrated substantial contributions in medical, graduate, and/or professional education and a likelihood of continued productivity and creativity in education.

Scholarly Performance:

Non-Tenure Track

1. Maintains appropriate specialty certification.
2. Makes presentations at regional meetings on average at least once per year.
- 3(a). Develops and maintains a scholarly focus and maintains regionally-recognized scientific and/or technical competence.
- 3(b). Demonstrated role in collaborative or team-based science activities resulting in extramural funding, publications or presentations.
4. Authors scholarly publications or makes significant contributions including but not limited to peer-reviewed articles, books, book chapters, and case studies on average at least once per year.
5. Develops and/or teaches in a continuing education program on average at least once per year.

Tenure Track

1. Maintains appropriate specialty certification.
2. Secures external funding for support of scholarly or other creative activity. This is required for achieving tenure in this pathway. The amount of competitively derived external research support and the number and quality of scholarly publications and patents awarded are considered as evidence of performance in this area.
3. Makes presentations at regional meetings on average at least once per year.
4. Develops and maintains a scholarly focus and maintains regionally-recognized scientific and/or technical competence.
5. Develops and/or teaches in a continuing education program on average at least once per year.
6. Is a primary, senior, or corresponding author of scholarly publications or makes significant contributions on average at least twice per year in a nationally recognized peer-reviewed journal or online publication (indexed by NLM [PubMed] or similarly recognized organization); edits book or authors book chapter or book.
7. Reviews scholarly material (e.g. for peer-review of journals, grants, studies, scientific meeting abstracts).

Service Performance:

1. Clinical service: excels in clinical care and service to patients; collaborates with other health providers to facilitate optimal patient care; serves important roles in development and implementation of clinical programs; receives regional recognition for clinical expertise; mentors junior faculty, residents/fellows, and students in clinical service activities.
2. Demonstrates involvement in the implementation and support of department/college goals, mission, policies and procedures, and serves on University and/or College of Medicine committees.
3. Participates significantly in College of Medicine ceremonies and events.
4. Maintains membership in appropriate professional organizations, attends appropriate local, state, national and/or international meetings, and contributes to the leadership or organizational activities of appropriate professional societies.

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Clinician Scientist Professor

The following areas will be considered in determining whether the candidate meets the requirements for promotion and/or tenure. Consideration also will be given to the candidate's adherence to high standards of professionalism and accountability as stipulated in the Introduction section of this document.

Teaching Performance:

1. Demonstrates superior knowledge and competence in teaching, as evidenced by learner or peer evaluations.
2. Develops innovative, effective teaching methods, approaches and evaluations, and provides leadership and assumes assigned responsibility for curriculum implementation.
3. Serves as a mentor for learner academic activity.
4. Serves as a mentor to junior staff (including faculty members, postdoctoral research fellows, and clinical fellows).

Tenure Track:

In addition, the individual will have demonstrated substantial contributions and/or leadership in medical, graduate, and/or professional education and a likelihood of continued productivity and creativity in education.

Scholarly Performance:

Non-Tenure Track

1. Maintains appropriate specialty certification.
2. Makes presentations at national or international professional meetings on average at least once per year.
- 3(a). Demonstrates a scholarly focus with nationally or internationally-recognized scientific and/or technical competence and assumes leadership roles at the national or international level.
- 3(b). Demonstrated role in collaborative or team-based science activities resulting in extramural funding, publications or presentations.
4. Authors scholarly publications or makes significant contributions including peer-reviewed articles, books, book chapters, and case studies on average at least once per year.
5. Develops and/or teaches in a continuing education program on average at least once per year.

Tenure Track

1. Maintains appropriate specialty certification.
2. Secures external funding (preferably Federal) for support of scholarly or other activity. This is required for achieving tenure in this pathway. The amount of competitively derived external research support and the number and quality of scholarly publications and patents awarded are considered as evidence of performance in this area.
3. Makes presentations at national or international professional meetings on average at least once per year.
4. Demonstrates a scholarly focus with nationally and internationally-recognized scientific and/or technical competence and assumes leadership roles at a national and international level.
5. Develops and/or teaches in a continuing education program on average at least once per year.
6. Authors scholarly publications on average at least twice per year as primary, senior or corresponding author in a nationally recognized peer-reviewed journal or online publication or makes significant contributions (indexed by NLM [PubMed] or similarly recognized organization); edits book or authors book chapter or book.

7. Reviews scholarly material (e.g. for peer-review of journals, grants, studies, scientific meeting abstracts).

Service Performance:

1. Clinical service: excels in clinical care and service to patients; collaborates with other health providers to facilitate optimal patient care; in addition, may serve in a leadership role in development and implementation of clinical programs; receives national and/or international recognition for clinical expertise; mentors faculty, residents/fellows, and students in clinical service activities.
2. Demonstrates leadership in the development, implementation and support of department/college goals, mission, policies and procedures, and serves in a leadership role on University and/or College of Medicine committees.
3. Participates significantly in University and College of Medicine ceremonies and events.
4. Maintains membership in appropriate professional organizations, attends appropriate local, state, national and/or international meetings, and contributes to the leadership or organizational structure of appropriate professional societies.

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Clinician Educator Associate Professor

The following areas will be considered in determining whether the candidate meets the requirements for promotion and/or tenure. Consideration also will be given to the candidate's adherence to high standards of professionalism and accountability as stipulated in the Introduction section of this document.

Teaching Performance:

1. Demonstrates knowledge and competence in teaching evidenced by learner or peer evaluations.
2. Supports innovative and effective teaching methods, approaches and evaluations, and participates significantly in the implementation of course and curriculum development.
3. Serves as a mentor for students, residents and fellows.
4. Develops and/or teaches in a continuing education program on average at least once every year.

Tenure Track:

In addition, the individual will have demonstrated substantial contributions to and/or leadership in medical, graduate, and/or professional education and a likelihood of continued productivity and creativity in education.

Scholarly Performance:

Non-Tenure Track

1. Maintains appropriate specialty certification.
2. Makes presentations at local and regional meetings on average at least once every other year.
- 3(a). Documents public presentation and peer review of products or programs, both internal and external to the institution.
- 3(b). Demonstrated role in collaborative or team-based science activities resulting in extramural funding, publications or presentations.
4. Authors scholarly publications or makes significant contributions including articles, books, and book chapters on average at least once every other year.

Tenure Track

1. Maintains appropriate specialty certification.
2. Makes presentations at local and regional meetings on average at least once every other year.
3. Develops and maintains a scholarly focus and maintains regionally-recognized scientific and/or technical competence.
4. Participates significantly in scholarly investigation (basic, translational or clinical including outcome study or medical education study).
5. Is a primary, senior, or corresponding author on scholarly publications or makes significant contributions; and/or edits book or authors book chapter or book on average at least twice per year.
6. Implements innovations in practice or education that are assimilated by others within the institution or by other institutions or programs.
7. Secures funding for educational or clinical program innovation or research through peer-reviewed process.

Service Performance:

1. Clinical service: excels in clinical care and service to patients; devotes major portion of time to clinical service activities; collaborates with other health providers to facilitate optimal

patient care; serves important roles in development and implementation of clinical care programs; receives regional recognition for clinical expertise; mentors junior faculty, residents/fellows, and students in clinical service activities.

2. Demonstrates involvement in the implementation and support of department/college goals, mission, policies and procedures, and serves on University and/or College of Medicine committees.
3. Participates significantly in College of Medicine ceremonies and events.
4. Maintains membership in appropriate professional organizations, attends appropriate local, state, national and/or international meetings, and contributes to the leadership or organizational activities of appropriate professional societies.

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Clinician Educator Professor

The following areas will be considered in determining whether the candidate meets the requirements for promotion and/or tenure. Consideration also will be given to the candidate's adherence to high standards of professionalism and accountability as stipulated in the Introduction section of this document.

Teaching Performance:

1. Demonstrates superior knowledge and competence in teaching, as evidenced by learner or peer evaluations.
2. Develops innovative, effective teaching methods, approaches and evaluations, and provides leadership and assumes assigned responsibility for curriculum implementation.
3. Serves as a mentor for students, residents and fellows.
4. Serves as a mentor to other faculty members.
5. Develops and/or teaches in a continuing education program on average at least once per year.

Tenure Track:

In addition, the individual will have demonstrated substantial contributions and/or leadership in medical, graduate, and/or professional education and a likelihood of continued productivity and creativity in education.

Scholarly Performance:

Non-Tenure Track

1. Maintains appropriate specialty certification.
2. Contributes to professional meetings, including presentations, workshops and planning committees.
- 3(a). Demonstrates a scholarly focus with nationally or internationally-recognized scientific and/or technical competence and assumes leadership roles at national or international levels.
- 3(b). Demonstrated role in collaborative or team-based science activities resulting in extramural funding, publications or presentations.
4. Is a primary, senior, or corresponding author of scholarly publications or makes significant contributions on average at least once per year; edits book or authors book chapter or book.
5. Makes invited presentations both internal and external to the institution.

Tenure Track

1. Maintains appropriate specialty certification.
2. Makes presentations at national or international professional meetings on average at least once per year.
3. Demonstrates a scholarly focus with nationally or internationally-recognized scientific and/or technical competence and assumes leadership roles at national or international level.
4. Leads scholarly investigation (basic, translational or clinical, including outcome study or medical education study).
5. Is a primary, senior, or corresponding author on scholarly peer-reviewed publication or makes significant contributions on average at least twice per year in a major nationally recognized peer-reviewed journal or online publication (indexed by NLM [PubMed] or similarly recognized organization); edits book or authors book chapter or book.
6. Implements significant innovations in practice or education that are assimilated by other institutions or programs.

7. Secures funding (preferably Federal) for educational or clinical program innovation or research through peer-reviewed process.
8. Recognized as a subject matter expert whose guidance and opinions are sought by other institutions or programs.
9. Receives awards and recognitions related to educational scholarship or innovations in clinical programs.

Service Performance:

1. Clinical service: excels in clinical care and service to patients; devotes major portion of time to clinical service activities; collaborates with other health providers to facilitate optimal patient care; serves in a leadership role in development and implementation of clinical care programs; receives national and/or international recognition for clinical expertise; mentors faculty, residents/fellows, and students in clinical service activities.
2. Demonstrates leadership in the development, implementation and support of department and college goals, mission, policies and procedures, and serves in a leadership role on University and/or College of Medicine committees.
3. Participates significantly in University and College of Medicine ceremonies and events.
4. Maintains membership in appropriate professional organizations, attends appropriate local, state, national and/or international meetings, and contributes to the leadership or organizational structure of appropriate professional societies.

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**Clinician
Associate Professor**

The following areas will be considered in determining whether the candidate meets the requirements for promotion. Consideration also will be given to the candidate's adherence to high standards of professionalism and accountability as stipulated in the Introduction section of this document.

Service Performance:

1. Clinical service: excels in clinical care and service to patients; collaborates with other healthcare providers to facilitate optimal patient care; serves important roles in development and implementation of clinical programs; receives local or regional recognition for clinical expertise; mentors junior faculty, residents/fellows, and students in clinical service activities.
2. Participates significantly in quality improvement initiatives and serves in clinical management roles.
3. Demonstrates involvement in the implementation and support of department and college goals, mission, policies and procedures and serves on University and/or College of Medicine committees.
4. Participates significantly in College of Medicine ceremonies and events.
5. Maintains memberships in appropriate professional organizations, attends appropriate local, state, national and/or international meetings and contributes to the leadership or organizational activities of appropriate professional societies.
6. Demonstrates service to community organizations that enhances the health and welfare of citizens in our region.
7. Maintains appropriate specialty certification.

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Clinician Professor

The following areas will be considered in determining whether the candidate meets the requirements for promotion. Consideration also will be given to the candidate's adherence to high standards of professionalism and accountability as stipulated in the Introduction section of this document.

Scholarly Performance:

1. Maintains appropriate specialty certification.
2. Makes presentations at national or international professional meetings.
- 3(a). Demonstrates a scholarly focus with nationally or internationally-recognized scientific and/or technical competence and assumes leadership roles at national or international levels.
- 3(b). Demonstrated role in collaborative or team-based science activities resulting in extramural funding, publications or presentations.
4. Authors scholarly publications or makes significant contributions including, but not limited to articles, case studies, books, book chapters, abstracts, and editorial reviews.
5. Teaches in a continuing education program on average at least once every other year.

Service Performance:

1. Clinical service: excels in clinical care and service to patients; collaborates with other healthcare providers to facilitate optimal patient care; serves important roles in development and implementation of clinical programs; receives regional recognition for clinical expertise; mentors junior faculty, residents/fellows, and students in clinical service activities.
2. Develops or participates significantly in quality improvement initiatives and serves in a leadership role within the clinical management.
3. Demonstrates leadership in the implementation and support of department and college goals, mission, policies and procedures and serves on University and/or College of Medicine committees.
4. Participates significantly in College of Medicine ceremonies and events.
5. Maintains memberships in appropriate professional organizations, attends appropriate local, state, national and/or international meetings and contributes to the leadership or organizational activities of appropriate professional societies.
6. Demonstrates service to and leadership in community organizations that enhance the health and welfare of citizens in our region.
7. Maintains appropriate specialty certification.

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Faculty Educator Associate Professor

The following areas will be considered in determining whether the candidate meets the requirements for promotion and/or tenure. Consideration also will be given to the candidate's adherence to high standards of professionalism and accountability as stipulated in the Introduction section of this document.

Teaching Performance:

1. Demonstrates knowledge and competence in teaching as evidenced by learner and/or peer evaluations, and/or learner outcomes.
2. Assumes responsibility for management of classroom and/or laboratory courses, provides leadership in course development and implementation as well as curriculum development.
3. Supports innovative and effective teaching methods, approaches and evaluations, and participates significantly in the implementation of course and curriculum development.
4. Supervises learners with independent studies and special projects.
5. Serves as an academic advisor and mentor to students, residents, fellows and junior staff (including faculty members and post-doctoral research fellows).

Tenure Track:

In addition, the individual will have demonstrated leadership in medical, graduate, and/or professional education through the appointment to academic administrative roles at the Department or College level and through significant contributions to the curriculum development and management and with a likelihood of continued productivity and creativity in education.

Scholarly Performance:

Non-Tenure Track

- 1(a). Develops a scholarly focus, maintains regionally recognized scientific and/or technical competence, and conducts funded scholarly investigation; makes continuing efforts to secure external funding for support of scholarly or other creative activity.
- 1(b). Demonstrated role in collaborative or team-based science activities resulting in extramural funding, publications or presentations.
2. Makes presentations at education-oriented regional meetings on average at least once per year.
3. Is the primary, senior, or corresponding author of scholarly publications or makes substantial contributions on average at least once per year in a major nationally recognized peer-reviewed journal or online publication (indexed by NLM [PubMed] or similarly recognized organization); edits book or authors book chapter or book.
4. Reviews for scholarly material (peer-reviewed journal, grants, studies, meeting abstracts).

Tenure Track

1. Secures as principal investigator national external peer-reviewed funding (preferably Federal) for support of scholarly or other creative activity. This might include education or social sciences-based research. This is required for achieving tenure in this pathway.
2. Authors scholarly publications on average at least twice per year and is the primary, senior or corresponding author or makes significant contributions at least once per year in a major nationally-recognized peer-reviewed journal or online publication (indexed by NLM [PubMed] or similarly recognized organization).
3. Edits a book or authors book chapters or book(s).
4. Presents results of scholarly or other creative activity at national or regional meetings on average at least once per year.
5. Maintains continued scientific/technical competence in his/her discipline through

continuing professional development, and is nationally-recognized as an expert in his/her discipline.

6. Participates significantly in accredited educational programs as a reviewer for accrediting agencies.
7. Reviews for scholarly material (peer-reviewed journals, grants, studies, scientific meeting abstracts).

Service Performance:

1. Serves as a consultant and/or speaker in his/her area of expertise.
2. Actively contributes to the implementation of department/college goals, mission, policies and procedures, and demonstrates active participation on committees within the Department, College of Medicine, and/or the University.
3. Participates significantly in University and College of Medicine ceremonies and events.
4. Demonstrates active participation in appropriate professional organizations and attends appropriate local, state, national and/or international meetings.

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Faculty Educator Professor

The following areas will be considered in determining whether the candidate meets the requirements for promotion and/or tenure. Consideration also will be given to the candidate's adherence to high standards of professionalism and accountability as stipulated in the Introduction section of this document.

Teaching Performance:

1. Demonstrates superior knowledge and competence in teaching as evidenced by learner and/or peer evaluations, and/or learner outcomes.
2. Assumes responsibility for development, implementation, and management of classroom and/or laboratory courses, provides leadership in curriculum development, and develops innovative teaching materials.
3. Supports innovative and effective teaching methods, approaches and evaluations, and participates significantly in the implementation of course and curriculum development.
4. Develops and/or teaches in continuing education programs.
5. Supervises and mentors learners with independent studies and special projects.
6. Serves as an academic advisor and mentor to students, graduate students, residents, fellows and junior staff (including faculty members and post-doctoral research fellows).
7. Serves as a mentor for other faculty.

Tenure Track:

1. In addition, the individual will have demonstrated leadership in medical, graduate, and/or professional education through appointment to academic administrative roles at the College or University level and through significant contributions to curriculum development and management and with a likelihood of continued productivity and creativity in education.
2. Demonstrates successful direction of graduate student research activities.

Scholarly Performance:

Non-Tenure Track

- 1(a). Develops a scholarly focus, maintains regionally or nationally-recognized scientific and/or technical competence, and conducts funded scholarly investigation; makes continuing efforts to secure external funding for support of scholarly or other creative activities.
- 1(b). Demonstrated role in collaborative or team-based science activities resulting in extramural funding, publications or presentations.
2. Makes presentations at education-oriented national meetings on average once per year.
3. Is the primary, senior, or corresponding author of scholarly publications or makes significant contributions on average at least twice per year in a major nationally recognized peer-reviewed journal or online publication (indexed by NLM [PubMed] or similarly recognized organization); edits book or authors book chapter or book.
4. Reviews for scholarly material at the national or international level (peer-reviewed journals, grants, studies, scientific meeting abstracts).
5. Makes invited presentations both internal and external to the institution.

Tenure Track

1. Secures and maintains as principal investigator national external peer-reviewed funding (preferably Federal) for support of scholarly or other creative activity; this might include education or social sciences-based research. This is required for achieving tenure in this pathway.

2. Authors scholarly publications on average several times every year and is the primary, senior or corresponding author or makes significant contributions at least twice per year in a major nationally-recognized peer-reviewed journal or online publication (indexed by NLM [PubMed] or similarly recognized organization).
3. Edits book or authors book chapters or book.
4. Presents results of scholarly or other creative activity at national or international meetings on average at least once every year.
5. Maintains continued scientific/technical competence in his/her discipline through continuing professional development, and is nationally and internationally - recognized as an expert and leader in his/her discipline.
6. Develops and participates significantly in accredited educational programs as a reviewer for accrediting agencies.
7. Reviews for scholarly material at the national or international level (peer-reviewed journals, grants, studies, scientific meeting abstracts).

Service Performance:

1. Serves as a consultant and/or speaker in his/her area of expertise either nationally or internationally.
2. Demonstrates leadership in the implementation of department/college goals, mission, policies and procedures, and demonstrates leadership on committees within the Department, College of Medicine, and/or the University.
3. Participates significantly in University and/or College of Medicine ceremonies and events.
4. Demonstrates leadership in appropriate professional organizations and attends appropriate local, state, national and/or international meetings.

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Quality/Patient Safety Associate Professor

The following areas will be considered in determining whether the candidate meets the requirements for promotion and/or tenure. Consideration also will be given to the candidate's adherence to high standards of professionalism and accountability as stipulated in the Introduction section of this document.

Teaching Performance:

Non-Tenure Track

1. Demonstrates knowledge and competence in teaching evidenced by learner or peer evaluations.
2. Supports the incorporation of quality improvement and patient safety concepts into course and curriculum development.
3. Serves as a mentor for students, residents and fellows for quality improvement and patient safety projects.
4. Develops and/or teaches in a continuing education program on average at least once every year.

Tenure Track:

In addition, the individual will have demonstrated leadership in teaching quality improvement and patient safety initiatives and a likelihood of continued productivity and creativity in quality and patient safety education.

Scholarly Performance:

Non-Tenure Track

1. Maintains appropriate specialty certification and achieves formal training in health care process improvement (e.g. Lean and/or Six Sigma).
2. Makes presentations at local and regional meetings on average at least once every other year.
- 3(a). Documents public presentation and peer review of products or programs, both internal and external to the institution.
- 3(b). Demonstrated role in collaborative or team-based science activities resulting in extramural funding, publications or presentations.
4. Authors scholarly publications or makes significant contributions including articles, books, and book chapters on average at least once every other year.

Tenure Track

1. Maintains appropriate specialty certification and achieves formal training in health care process improvement (e.g. Lean and/or Six Sigma).
2. Makes presentations at local and regional meetings on average at least once every other year.
3. Develops and maintains a scholarly focus and maintains regionally recognized scientific and/or technical competence related to quality improvement and patient safety.
4. Is a primary, senior, or corresponding author on scholarly publications or makes significant contributions; and/or edits book or authors book chapter or book on average at least once per year.
4. Implements innovations in quality of care and patient safety that are assimilated by others within the institution or by other institutions or programs.
5. Secures funding for quality outcome reporting and patient safety innovation or research through peer-reviewed process.

Service Performance:

1. Healthcare quality service: Excels in quality assessment and outcome reporting initiatives; serves important roles in development and implementation of QI and patient safety programs; participates in accreditation efforts related to quality reporting and patient safety; receives regional recognition for expertise; mentors junior faculty, residents/fellows, and students in QI and patient safety activities.
2. Demonstrates involvement in the implementation and support of department/college goals, mission, policies and procedures, and serves on University and/or College of Medicine committees.
3. Participates significantly in College of Medicine ceremonies and events.
4. Maintains membership in appropriate professional organizations, attends appropriate local, state, national and/or international meetings, and contributes to the leadership or organizational activities of appropriate professional societies.

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Quality/Patient Safety Professor

The following areas will be considered in determining whether the candidate meets the requirements for promotion and/or tenure. Consideration also will be given to the candidate's adherence to high standards of professionalism and accountability as stipulated in the Introduction section of this document.

Teaching Performance:

1. Demonstrates superior knowledge and competence in teaching, especially evidenced-based healthcare quality measures/initiatives, as demonstrated by learner or peer evaluations.
2. Serves as a leader in the incorporation of quality improvement and patient safety concepts into course and curriculum development.
3. Serves as a mentor for students, residents and fellows in developing healthcare quality and patient safety initiatives.
4. Serves as a mentor to other faculty members in developing healthcare quality and patient safety initiatives.
5. Develops and/or teaches in a continuing education program on average at least once per year.

Tenure Track:

In addition, the individual will have demonstrated leadership in teaching quality improvement and patient safety initiatives and a likelihood of continued productivity and creativity in quality and patient safety education.

Scholarly Performance:

Non-Tenure Track

1. Maintains appropriate specialty certification and achieves formal training in health care process improvement (e.g. Lean and/or Six Sigma).
2. Contributes to professional meetings, including presentations, workshops and planning committees.
- 3(a). Demonstrates a scholarly focus with nationally or internationally recognized competence in healthcare quality and assumes leadership roles at national or international levels.
- 3(b). Demonstrated role in collaborative or team-based science activities resulting in extramural funding, publications or presentations.
4. Is a primary, senior, or corresponding author of scholarly publications or makes significant contributions on average at least once per year; edits book or authors book chapter or book.
5. Makes invited presentations both internal and external to the institution.

Tenure Track

1. Maintains appropriate specialty certification and achieves formal training in health care process improvement (e.g. Lean and/or Six Sigma).
2. Makes presentations at national or international professional meetings on average at least once per year.
3. Demonstrates a scholarly focus with nationally or internationally recognized scientific and/or technical competence and assumes leadership roles at national or international level.
4. Leads scholarly investigation in healthcare quality or patient safety.
5. Is a primary, senior, or corresponding author on scholarly peer-reviewed publication or makes significant contributions on average at least once per year in a major nationally recognized peer-reviewed journal or online publication (indexed by NLM [PubMed] or similarly recognized organization); edits book or authors book chapter or book.

6. Implements significant innovations in healthcare quality that are assimilated by other institutions or programs.
7. Secures funding (preferably Federal) for educational or clinical program innovation or research through peer-reviewed process.
8. Recognized as a subject matter expert whose guidance and opinions are sought by other institutions or programs.
9. Receives awards and recognitions related to healthcare quality scholarship or innovations in patient safety programs.

Service Performance:

1. Healthcare quality service: Devotes a major portion of time to healthcare quality service activities. Serves in a leadership role in achieving institutional certification for healthcare quality and patient safety programs; receives national and/or international recognition for expertise; mentors faculty, residents/fellows, and students in quality measures and patient safety activities.
2. Demonstrates leadership in the development, implementation and support of department and college goals, mission, policies and procedures, and serves in a leadership role on University and/or College of Medicine committees.
3. Participates significantly in University and College of Medicine ceremonies and events.
4. Maintains membership in appropriate professional organizations, attends appropriate local, state, national and/or international meetings, and contributes to the leadership or organizational structure of appropriate professional societies.

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