

FACULTY APPOINTMENT AND PROMOTION CRITERIA AND GUIDELINES

FOR ACADEMIC AFFAIRS

March 2021

INTRODUCTION

The mission of UAMS and its Academic Affairs division is to improve the health, healthcare and well-being of all Arkansans and others in the region, nation, and the world through the education of exemplary health care providers, the provision of standard-setting, comprehensive clinical programs, scientific discovery and research, and the extension of services to the State of Arkansas and beyond. This mission is accomplished through collegial work that manifests the institution's core values of integrity, respect, diversity and inclusion, teamwork, creativity, excellence, and safety.

The purpose of this document is to define the process of appointment and the process and criteria for promotion at a given rank. These guidelines set high standards to ensure the success of Academic Affairs in meeting its mission, and also to support the success of each individual faculty member. The expectations become higher and more stringent as one progresses through the ranks from Instructor to Assistant Professor, Associate Professor, and Professor. The overarching expectation is that each faculty member will define a career characterized by continuous, creative and innovative contributions to his or her field(s) of work. The faculty must, through its representatives on the Academic Affairs' Promotion Committee, maintain high standards so that only faculty members who have made very substantial contributions are promoted to Associate Professor and those who have made outstanding contributions are promoted to Professor.

These guidelines are deliberately broad in scope because of the diversity of roles and areas of expertise found among faculty within Academic Affairs. The guidelines are intended to be used by the Academic Affairs Promotion Committee in making decisions regarding rank at initial appointment and promotion at each rank. To the extent that any specific provision in this guide is inconsistent with any Board of Trustees policy, the Board policy shall control.

APPOINTMENT PROCESS

INITIAL APPOINTMENTS

Each faculty member who is financially compensated for work done on behalf of Academic Affairs shall be appointed with a percentage of time and effort (0-100%) to each of the four missions (education, research, clinical service, and administrative service) based on the roles and responsibilities of the position as well as the person's credentials, expertise, career goals and demonstrated potential to succeed. It is the shared responsibility of the faculty member, their Director, and their Associate Provost to re-assess these percentages annually in alignment with changing job duties and/or career goals.

An individual who is to receive an initial appointment at any given rank shall have credentials and experience equivalent to individuals already promoted to that same rank from within the Academic Affairs faculty. Before the time of initial appointment, the appointing Director and/or Associate Provost, after careful review of the individual's credentials and qualifications, will meet with the faculty candidate to determine and record his or her work responsibilities, expectations, and career goals, as well as the individual's initial time and effort distribution. These deliberations will determine the Associate Provost's request to the Provost for the appropriate appointment at a specific rank. Requests for appointment at the rank of Associate Professor and Professor must also be reviewed

and approved by the Academic Affairs Promotion Committee. Accepted titles for faculty members appointed shall be Instructor, Assistant Professor, Associate Professor and Professor.

VOLUNTARY NON-COMPENSATED POSITIONS

Academic Affairs values the voluntary service of fully qualified individuals to help achieve its mission. It is the shared responsibility of the Director and their Associate Provost to determine the need for specific voluntary services. When such need exists, voluntary appointments may be made. See UA System Policy 410.3. It lists the ranks available and what benefits may be associated with volunteer service.

SECONDARY APPOINTMENTS

All UAMS faculty have one primary appointment. For faculty working in Academic Affairs their primary appointment can be in Academic Affairs or in a College with a secondary appointment in Academic Affairs. For those seeking employment on a tenure-eligible track, primary appointment must be in a College and tenure review would follow that College's established process. Primary or secondary appointments to a College must follow the criteria and process for such appointments in that College. Primary or secondary appointments to Academic Affairs shall follow this document. Secondary appointments are appropriate means of acknowledging and rewarding a faculty member's research and/or teaching contributions to both Academic Affairs and a College. There are circumstances under which it is appropriate for a faculty member to hold more than one secondary appointment. A faculty member who holds a secondary appointment may seek promotion in both his/her primary and secondary College/Academic Affairs if the criteria for promotion are met in both. It is possible to hold a higher rank in one's primary college/Academic Affairs and a lower rank in one's secondary College/Academic Affairs; however, the reverse is not permitted.

REAPPOINTMENTS

Annual reappointment of a faculty member to a given rank requires that the individual continues to meet the requirements of that rank and show good year-to-year performance in all aspects of his/her job description. To be considered for promotion, a faculty member must have the qualifications of the next rank and typically will have served 6 years' time in rank. It is recommended that annual departmental reviews of each faculty member include careful consideration of the individual's progress toward meeting the requirements for promotion on his/her specific academic position.

TIME AND EFFORT DISTRIBUTIONS FOR COMPENSATED POSITIONS

Academic success requires careful attention to how a faculty member spends his/her time pursuing work in each of UAMS's mission areas that are involved in the individual's job description. The Academic Affairs Promotion Committee shall pay serious attention to each faculty member's reported time and effort distribution(s) over the course of the person's career using the Academic Affairs Time and Effort form. The quantity of the individual's contributions to each mission area will be assessed in proportion to the amount of time and effort devoted to each area. With advancing rank, faculty members are expected to be involved in increasing levels of leadership and administrative service as well as developing a regional/national/international reputation. As examples, elected or appointed committee work or other service, regional/national/international presentations, regional/national/international awards, publications in highly ranked regional/national/international journals, etc. Faculty members are expected to be mindful of their obligations regarding time and effort as stipulated in any research funding in which they are involved.

ACADEMIC RANKS AND GENERAL EXPECTATIONS

INSTRUCTOR

The rank of Instructor is appropriate for qualified individuals who have limited experience in teaching and/or research. Instructor rank allows the individual time during this appointment to develop his/her interests and competence in order to succeed as an Assistant Professor in ways that best suits

his/her career goals and aligned with the needs of his/her Department. A faculty member may advance from Instructor to Assistant Professor at the request of the individual's Director and Associate Provost, with the approval of the Provost. While serving as an Instructor, a person is expected to demonstrate significant professional growth and readiness for the Assistant Professor rank.

ASSISTANT PROFESSOR

An initial appointment of Assistant Professor may be offered to an individual who has the qualifications for that rank, with the approval of the Associate Provost (or in the case of an Associate Provost, approval will come from the Provost). While serving as an Assistant Professor, an individual is expected to demonstrate significant development and make substantial contributions to his or her area(s) of expertise.

ASSOCIATE PROFESSOR

An initial appointment of Associate Professor may be offered to an individual who has the qualifications for that rank, with the approval of the Academic Affairs' Promotion Committee and the appropriate Associate Provost. A significant degree of maturity as a scientist and/or teacher must be evident for such an initial appointment or for promotion to this rank. It is expected that a candidate for appointment or promotion to Associate Professor will have established a regional, national and/or international reputation based on substantial contributions to his/her field(s) of expertise.

Promotion to Associate Professor is considered to be a very important step for both the University and the faculty member. It would be unusual for a person to be promoted to Associate Professor before having completed five years of service at the rank of Assistant Professor. If an individual has served for several years at the rank of Assistant Professor at another institution before joining the Academic Affairs faculty, upon review of the individual's academic contributions and with the approval of the Director and the Associate Provost, some or all of that time may be counted as years in service as Assistant Professor prior to requesting promotion to Associate Professor within Academic Affairs.

PROFESSOR

An initial appointment of Professor may be offered to an individual who has the qualifications for that rank and with the approval of the Academic Affairs Promotion Committee and the appropriate Associate Provost. Achieving the rank of Professor is a high University honor reserved for faculty members who have demonstrated outstanding ability and who have made outstanding contributions to their area(s) of expertise. It is expected that a candidate for appointment or promotion to Professor will have established a regional and/or national reputation based on contributions to his/her field(s) of expertise. Promotion to the rank of Professor is not based on length of time in service as Associate Professor alone, but on additional outstanding contributions during their time as Associate Professor to the mission of the UAMS.

SPECIAL RANKS AND PROGRAMS

EMERITUS STATUS Faculty, regardless of rank, retiring after distinguished service in Academic Affairs may be awarded emeritus status. This status is not routinely awarded but represents an honor for a career characterized by the highest academic abilities and devotion to the advancement of Academic Affairs. Necessary documents and information regarding emeritus status can be found in UA Board of Trustees Policy 475.10.

UNIVERSITY AND DISTINGUISHED PROFESSOR The ranks of University and Distinguished Professor are the highest honors bestowed by the University to Professors. This is reserved for those individuals who are recognized nationally and/or internationally as intellectual leaders in their fields and who have made extraordinary accomplishments and contributions in teaching and/or research.

Additional information regarding these special ranks can be found in UA Board of Trustees Policy 470.1.

PHASED RETIREMENT PROGRAM Faculty members may apply for a phased retirement option, which allows a faculty member to maintain full benefits while stepping down his/her workload. Information regarding this program can be found in UAMS Academic Affairs Policy 12.5.03. Please reference other retirement information in UA Board of Trustees Policies 425.6 and 425.7.

PROMOTION PROCESS AND CRITERIA

FOUNDATIONAL CONCEPTS WITH PROMOTION

The categories of professional endeavors by which each faculty member will be assessed are education, research, clinical service, and administrative service. In addition, the guidelines specify the need to demonstrate the importance of one's contributions as the basis for one's professional reputation, as assessed by experts in one's field. The degree of excellence of a given individual's academic contributions often cannot be exactly defined. However, an evaluation of the degree of excellence of contribution is a professional judgment which can best be made initially by members of the discipline itself, subject to a later broader faculty review by the Academic Affairs Promotion Committee.

Scholarship and scholarly contributions are required for promotion. These guidelines reflect the faculty's appreciation of Ernest Boyer's characterization of the four domains of academic endeavor: 1) the scholarship of **discovery**, which is consistent with traditional research, 2) the scholarship of **integration**, which makes connections across disciplines and places specialties in a larger context, 3) the scholarship of **application**, which demonstrates the vital interaction between research and practice, wherein the one continuously informs the other, and 4) the scholarship of **teaching**, which emphasizes the creation of new knowledge about teaching and learning.¹ All areas of scholarship, in general, and for the purpose of supporting requests for promotion, require the "3Ps" of a **product** that is made **public** or is **commercialized** and is **peer-reviewed**.²

¹ Boyer EL. Scholarship reconsidered: Priorities for the Professoriate 1990; the Carnegie Foundation for the Advancement of Teaching: Princeton, NJ.

² Glassick CD, Huber MR, Maeroff GI. Scholarship Assessed: Evaluation of the Professoriate 1997; San Francisco, CA: Jossey-Bass.

Contemporary academic affairs is undertaken collaboratively. UAMS and the Division of Academic Affairs values the contributions of faculty who clearly demonstrate their critical importance to team-building and successful teamwork. To recognize appropriately and reward faculty members who assume collaborative roles in any or all of the UAMS mission areas, the Academic Affairs Promotion Committee invites and welcomes evidence of collaboration and includes this as an important component in the assessment of a faculty member's contributions. Documentation of collaboration may include and is not limited to participation in multidisciplinary grant proposals or research projects, contributions to interprofessional care teams that create innovations and/or improvements in care, contributions to interprofessional education (where 2 or more different professions are learning about, from, and with each other), collaborative co-teaching/co-facilitating, interprofessional co-presentations at conferences, collaborative writing (grant or manuscript production), collaborative product development and interprofessional administrative service.

ACADEMIC AFFAIRS PROMOTION REVIEW COMMITTEE

Composition of the Academic Affairs Promotion Review Committee

The Academic Affairs Promotion Committee will be comprised of 5 faculty members at the rank of Professor (3) or Associate Professor (2) with staggered 5-year terms with an annual Chair position.

Members and the Chair role will be appointed by the Associate Provosts. Composition of the committee shall include a representative group from across Academic Affairs departments. Academic Affairs Directors may be members of the committee, but Associate Provosts may not be included on the committee.

Review Process

In February, the Academic Affairs Promotion Committee will engage in an optional mid-cycle review of promotion packets at the request of the individual candidate. A mid-cycle review is the consideration of a drafted packet at about the midpoint (typically in the 3rd or 4th year) and will provide feedback on degree of readiness and/or what additional work might strengthen the packet. *We strongly recommend Directors and/or Associate Provosts review packets so they are well-prepared for this review.* Faculty candidates will be required to submit a promotion packet for mid-cycle review by the first Monday in February. Packets for mid-cycle review will contain: a copy of the faculty members' Curriculum Vitae, a promotion packet summarizing how the faculty member has met the criteria for promotion (a checklist and an optional template is available), and a summary of time and effort changes over the period of time since last promotion/appointment.

Applicants are strongly encouraged to do pre-reviews (within the year that the candidate will go up for review) with Directors and/or Associate Provosts of their packet in February prior to full review by the Academic Affairs Promotion Committee so they are well-prepared prior to submission to the Academic Affairs Promotion Committee for full review. If a candidate is having a difficult time identifying someone to do a pre-review, please contact the Chair of the Academic Affairs Promotion Committee. Pre-reviews should include all the information provided at the mid-cycle review (updated to reflect current activities) PLUS internal letters. For internal letters, it will be the responsibility of the faculty member to solicit and submit to the Academic Affairs Promotion Committee internal support letters from colleagues (optional), their director (required unless the candidate is a director), and their Associate Provost (required unless the candidate is an Associate Provost in which case the Provost will write the letter) to support their promotion requests.

In early May and in preparation for a full packet review by the Academic Affairs Promotion Committee, it will be the responsibility of the Associate Provost to solicit 2-5 potential external reviewers for the packet from the list of 3-5 provided by the candidate (or in the case of an Associate Provost candidate the Provost will solicit those letters). The minimum external letter requirement for Associate Professor is 2 (at Associate Professor rank or higher) and for Professor is 3 (at Professor rank). External is defined as outside of UAMS. In this solicitation, a copy of the Academic Affairs Promotion guidelines and the candidate's packet will be provided. These external letters should reflect support of the promotion and documenting from their perspective how the faculty member meets those criteria. These letters must be written by academic authorities who have not previously trained nor employed the faculty candidate. Specific referee requirements vary by requested rank and can be found in Table 1. Letters of recommendation *in addition to those required* may be submitted from individuals who are not in academic settings, have taught and/or employed the candidate, or in any other way do not meet the criteria of the required external letters if these add substantially to the dossier.

In October, the Academic Affairs Promotion Committee will engage in a full review of a packet at the time the candidate is ready for consideration for promotion. Faculty candidates for promotion will be required to submit a promotion packet by the first Monday in August. The candidate will provide all the same documentation as requested above in the mid-cycle review (updated to reflect current activities) with one addition—the 2-5 external letters of support and any optional and all required internal letters of support. Submitted promotion packets will be reviewed by assigned Academic Affairs Promotion Committee members and discussed during an annual retreat held in October.

After careful study of an individual's promotion packet, the Academic Affairs Promotion Committee shall vote as to whether the individual has met the criteria for promotion, and shall inform the candidate (and the Director, should that person not be a member of the committee) about the results of the vote(s). Votes will be cast by committee members at the rank or higher rank of the person being considered for promotion. Faculty candidates and their respective Director and Associate Provost will be informed of the committee's recommendations by the first week of November. The Academic Affairs Promotions Committee will then submit recommendations to the Associate Provosts for review and further approval. Subsequent approvals by the Provost, Chancellor, and UA President are required before the promotion will become official July 1 of the year following the request. It is typical that an individual will seek promotion with the approval of the Director and Associate Provost, but it is permissible for an individual to request promotion from the Academic Affairs Promotion Committee without those approvals.

CRITERIA FOR APPOINTMENT AND PROMOTION

The ability of Academic Affairs to meet its mission is dependent on the successful participation of every faculty member, regardless of assigned position. All faculty are required to contribute to at least one of the four missions (education, research, clinical service, and administrative service) but typically have at least a small percentage in each. That being said, contributing to research does not need to be as a principal investigator on a large grant, but can be in support of research or scholarly works in some way. Examples of teaching, scholarly work, clinical service, and administrative service are provided below (see Appendix A). ***No single faculty member is expected to achieve all of the examples. The quantity of the individual's contributions to each mission area will be assessed in proportion to the amount of time and effort devoted to each area. The list serves to demonstrate the variety of activities that might support promotion. Excellence may be demonstrated and promotion may be awarded without the candidate having fulfilled every single criterion noted in the Appendix.***

Table 1. Criteria for Appointment or Promotion in Academic Affairs

Assistant Professor	Associate Professor	Professor
<p>Qualifications: Candidate exhibits significant readiness for the roles and responsibilities of an Assistant Professor contributing to the UAMS missions in education, research clinical care, and/or administrative service.</p>	<p>Qualifications: Service as an Assistant Professor with a record of significant accomplishments in education, research, clinical care, and/or administrative service consistent with faculty time and effort allocations. Excellence is expected in at least one of these four areas, with significant contribution to at least two of the three other areas.</p>	<p>Qualifications: Service to all mission areas of Academic Affairs as an Associate Professor with a record of significant contributions in education, research, clinical care, and/or administrative service consistent with faculty time and effort allocations. Outstanding contributions are expected in at least three of these four areas.</p>
<p>Education Demonstrated potential to engage in or support educational activities. Commitment to participation as a teacher and to professional development activities that will enhance the candidate's teaching skills.</p>	<p>Education Evidence of high-quality educational/teaching/facilitation or support of educational activities as demonstrated through formal peer and trainee evaluations, teaching awards, or other evidence of excellence. Educational activities or support of educational activities should be recognized beyond the local level. Evidence of being an effective role model and mentor for students, advanced learners/residents, fellows and/or colleagues, with good evaluations from those formally mentored. Development of innovative educational curricula for patients/public, students, or healthcare professionals. Significant effort and excellence in other teaching activities (see Appendix A).</p>	<p>Education The candidate's teaching performance should serve as a standard of excellence for colleagues. Recognition for being an exceptional teacher of students, advanced learners/residents, fellows or faculty. Impact of teaching should be apparent regionally, nationally, or internationally. Impact of teaching and mentoring excellence may also be recognized by success/stature of trainees or faculty mentees. Evidence of being an effective role model and mentor for students, trainees and colleagues, with good evaluations from those formally mentored. Significant effort and highest level of excellence in other teaching activities (see Appendix A).</p>
<p>Research/Scholarly Work Demonstrated potential support or engagement in the development of scholarly work including creation of products that are peer-reviewed and/or commercialized. Peer-review is required of scholarship, appreciating that some local contributions may obtain local rather than national peer-review. May present at state, regional, national, or international conferences. May play a role in clinical research/educational research/basic science research investigation or quality improvement activities.</p>	<p>Research/Scholarly Work Demonstration of scholarship by creation of products that are peer-reviewed and/or commercialized. Participation in or support of clinical research, educational research, or basic science research investigations or quality improvement projects. Publication of analytical studies, reviews, chapters, or observations. Leadership roles that are monitored by measurable outcomes. Development, implementation, and publication of clinical, educational, or research manuscripts or other scholarly products. Active in the dissemination of scholarly work to clinicians, educators, and/or researchers including publishing and/or presentations at state, regional, national, or international conferences. Significant effort in other research activities (see Appendix A).</p>	<p>Research/Scholarly Work Demonstration of outstanding scholarship by development and dissemination of scholarly work. Participates in or support of clinical research, educational research, or basic science research investigations. Publication of analytical studies, reviews, chapters, or observations. Leadership roles that are monitored by measurable outcomes. Continues to pursue and/or lead in the development, implementation, and publication of clinical, educational, or research manuscripts or other scholarly products. Active in the dissemination of scholarly work to clinicians, educators, and/or researchers including publishing and/or presentations at state, regional, national, or international conferences. Significant effort and highest level of excellence in other research activities (see Appendix A).</p>
<p>Clinical Service Contribution to clinical care/Support of clinical endeavors.</p>	<p>Clinical Service Continued evidence of contribution to clinical care/Support of clinical endeavors as documented in clinical outcomes, patient feedback, and/or peer feedback. Development/ implementation/ evaluation of innovative approaches to patient care and/or development of standards for patient care and/or improved quality of patient care. Any additional contribution to clinical care/Support of clinical endeavors (see Appendix A).</p>	<p>Clinical Service Continued evidence of a high level of competence and diligence to clinical care/Support of clinical endeavors as documented in clinical outcomes, patient feedback, and/or peer feedback. Development/ implementation/ evaluation of innovative approaches to patient care and/or development of standards for patient care and/or improved quality of patient care Any additional contribution to clinical care/Support of clinical endeavors (see Appendix A).</p>
<p>Administrative Service Recognized participation in service to the academic institution, local or national organizations, and/or community organizations.</p>	<p>Administrative Service Participation on administrative committees – local, state, regional. Demonstration of collegiality and professionalism in department and institution. Providing service to the professional or lay</p>	<p>Administrative Service Leadership role in department or institution. Demonstration of collegiality, professionalism, and leadership in department and institution. Active involvement in appropriate administrative committees including serving as</p>

	<p>community through education, consultation, and/or other roles. Advocacy for patient groups or health care policy. State or regional reputation for excellence in field of expertise. Continued active participation and/or leadership in local, state, or regional professional organizations. Any additional contributions to administrative service (See Appendix A).</p>	<p>chair of committees. Leadership, service, or committee work for regional, national or international professional organizations. Editor/editorial board of textbooks or journals. Sustained community service that fosters health. Regional, national, or international reputation of excellence in field of expertise. Continued active participation and/or leadership in local, regional, and/or national professional organizations. Any additional contributions to administrative service (See Appendix A).</p>
	<p>Professional Recognition The Associate Provost, on behalf of a candidate for promotion to Associate Professor, must present to the Promotion Committee at least two external letters of recommendation, based on assessment of the candidate's contributions, who are Associate Professors or Professors who are recognized authorities outside of UAMS and who have neither trained nor employed the candidate. Plus: Evidence of awards, honors, or recognition for teaching, research, clinical service, or administrative service excellence within Academic Affairs or from other Colleges or the Institution.</p>	<p>Professional Recognition The Associate Provost, on behalf of a candidate for promotion to Professor, must present to the Promotion Committee at least three external letters of recommendation, based on assessment of the candidate's contributions from Professors who are recognized authorities outside of UAMS and who have neither trained nor employed the candidate. Plus: Evidence of awards, honors, or recognition for teaching, research, clinical service, or administrative service excellence from the Institution or external to the institution.</p>

Approved by vote of the UAMS Academic Affairs Faculty, DATE.

Signatures:



6-25-21

UAMS Provost/Date



6-25-21

UAMS Chancellor/Date



6/23/2021

UA President/Date

Appendix A. Examples of Teaching, Research/Scholarly Work, Clinical Service, and Administrative Service

No single faculty member is expected to achieve all of the examples. The quantity of the individual's contributions to each mission area will be assessed in proportion to the amount of time and effort devoted to each area. The list serves to demonstrate the variety of activities that might support promotion. ***Excellence may be demonstrated and promotion may be awarded without the candidate having fulfilled every single criterion noted in the list.***

Examples of Education

- *Effectively documented education and supervision of trainees, including students, advanced learners/residents, fellows, employees, and/or faculty.*
 - *Recurring or one-time guest lectures to trainees at any level.*
 - *Professional/Faculty Development seminars, workshops, Grand Rounds with or without CE.*
 - *IPE facilitation*
 - *IPE event design, curricular categories, instructional design.*
 - *Teaching Curriculum development, instructional design*
 - *Mentoring with students. For example: How do you learn?, best practices for study skills, and time management skills.*
 - *Supervision of students, where applicable*
 - *Academic Advising of students*
- *Creation of engaging learning environments*
- *Fostering of student development and engagement*
- *Availability and receptivity to students*
- *Evidence of Fair Evaluation of Student Performance*
- *Coaching/Mentorship of colleagues and trainees and service as a role model*
 - *Mentoring of faculty, employees, or students, likely longer term than an advisor or consultant (see below) and focused on strategic career planning and career success*
 - *Executive Coaching*
 - *Coaching/Mentoring in specific skills over time, such as services provided in the Student Success Center and the Writing Center*
 - *Training tutors/developing training materials for tutors*
- *Serving as an Educational Program Director (i.e., Director of Interprofessional Education, Director of the Office of Educational Development, etc.)*
- *Development and dissemination of teaching materials including new curricular offerings, educational programs, textbooks, syllabi, or electronic media that significantly improve methods or quality of instruction*
- *Education and training in blackboard or other teaching software/tools*
- *Design, organization, coordination and evaluation of a course or series of lectures*
- *Acquisition or development of new knowledge of teaching methods*
- *Demonstration of innovation in teaching methods*
- *Public health education materials*
- *Presenting/instruction to non-UAMS affiliated health care professionals*
- *Presenting/instruction to the public or non-health care professionals*
 - *Invited Presentations*
 - *Media Interviews*
 - *Presentations for volunteer organizations*

Examples of Research/Scholarly Work

- *Ongoing role in clinical trials, research investigations, educational research*
- *Publication of research findings and/or scholarly papers in peer-reviewed journals*
- *Intellectual property development in the form of invention and copyright disclosures*
- *Obtaining grants (internal or external) and/or contracts for support of research, clinical, community outreach, or educational initiatives*

- Collaboration and serving essential roles in research (unfunded or funded) with other investigators
- Leading or contributing to quality improvement projects or programs in educational, clinical, or research endeavors
- Literature reviews to support research projects
- Advising students on research projects
- Program, service, or initiative assessment and evaluation data
- Presentation of research and other scholarly findings at scientific and professional meetings (list separately in these categories)
 - Invited Keynotes
 - Workshops (Recurring or Once)
 - Lectures/Seminars/Panel presentations (international, national, regional, state, Teach the Teacher conference, Teaching with Technology conference, Faculty Excellence Series, etc)
 - Brief oral presentations
 - Poster presentations
- Publication of papers and/or other scholarly work (peer-reviewed)
 - Book chapters
 - Manuscripts/journal articles
 - Newsletter articles
 - Blogs
 - Podcasts
 - TED talks or brief video educational talks
- Development of a new curriculum or clinical guidelines that is peer-reviewed and published (i.e., MedEd Portal; PedsPlace guidelines; ANGELS/High-Risk Pregnancy Program guidelines, etc.).
- Educational trainings on research skills such as:
 - How do you write a good abstract for a conference?
 - How do you do a systematic literature search?
 - Plain language in research documents (i.e. consent forms, lay summaries, dissemination)
- Production of textbooks, syllabi, curricular material, educational programs, educational software, electronic media, or courseware
- Exhibit curation
- Collection or resource development/expansion
- Service on editorial boards and/or service as peer reviewer for journals
- Innovative creations
- Any other contribution to teaching/learning/education/professional development/mentoring

Examples of Clinical Service

- Contribution to parent/patient/public health promotion materials
- Presentation to the public (non-professional audience) related to public health
- Recognition by peers as a skilled contributor to clinical care, clinical innovation, or clinical education/training (such as positive comments in emails or letters of support of promotion)
- Utilization and/or initiator of new diagnostic or treatment modalities
- Service on committees to develop clinical practice guidelines or to formulate healthcare policies*
- Contribution to evidence-based clinical practice guidelines
- Literature searches or other contributions to support clinical care directly, to support practice guidelines/improve procedures, or other clinical activities (a de-identified summary or letter from a guidelines team is sufficient in cases where there are confidentiality concerns).
- Any other contribution to patient care

Examples of Administrative Service

- Service on institutional committees, subcommittees, task forces, or workgroups within the Academic Affairs division, school, university, and/or affiliated institutions
- Leadership roles (e.g., chair) on those committees
- Service on regional, national, or international committees or boards
- Service to the professional or lay community through education, consultation or other roles
- Service on editorial boards of professional publications
- Interviewing of student candidates
- Participation in state, regional, national, and international groups in the faculty member's area of competence, including acceptance and execution of committee assignments and leadership offices
- Recruitment of students, tutors, or faculty
- Conducting needs assessments to inform program or policy development

- *Compilation of statistics, annual reports, general management reporting duties*
- *Making resources available electronically or in-person and/or working with vendors to do so*
- *Creation and/or Director of a program*
- *Serving as a Capstone Project or Research/Education/Clinical Project Advisor to student, employee, or faculty member*
- *Networking and marketing your program/service to increase reach, referrals, funding, etc.*
- *Service as an Associate Director or Director of a Department or a section within a Department*
- *Consultation (providing advice/guidance on a topic within your expertise), typically short in duration and project-specific*
- *Academic Advising regarding class choices, financial aid, graduation requirements, or other related topics*
- *Service on committees to develop clinical practice guidelines or to formulate healthcare policies*
- *Contributions to HLC or educational program accreditation reviews, site visits, reporting, or providing required services*
- *Service as a leader/administrator*

Awards and Honors

Awards and honors are uploaded separately and can be any invitation to speak, any award received, elected or appointed positions, recognition by peers in the media, etc. In Academic Affairs, a mention in the High Five newsletter or any college's newsletter that shows recognition of achievement or impact could be included. The Chancellor's Teaching Awards and any Academic Affairs awards received could also be included.