

**The James H. Quillen College of Medicine
Indicators of Success
For Tenure
DEPARTMENT OF OB/GYN**

Category	Evaluation Standard	Criteria <i>No candidate would be expected to meet all of the criteria listed, but generally would meet the majority</i>
Research	Good	<p>5 publications/chapters (1 to 2 as first author), half at ETSU</p> <p>5 presentations (without industry support) at regional/international meetings or otherwise convincing evidence of emerging national recognition (including residency and post-doctoral period)</p>
Teaching	Good	<p>Peer review (including chair's review) leading to good to excellent ratings</p> <p>Recipient of teaching award—may be included but is not required</p> <p>Consistent student evaluations in the good to excellent category</p> <p>Instruction of at least 20 hours in residency seminars or medical student courses annually</p> <p>Ability to identify at least one "mentee" who identifies the individual as a major career influence</p> <p>Good to excellent ratings in CME program presentations.</p>
Service	Good	<p>Referrals from throughout the region (e.g., at least 1/5 of referrals from outside MEAC) maybe included but is not required.</p> <p>Development of a stable and busy clinical practice.</p> <p>Service in national or regional professional organizations, College of Medicine, and/or University committees/boards/task forces</p> <p>Board certification</p> <p>Offering a valuable clinical specialty or service for the region as evidenced by support letters from colleagues/peers</p> <p>Service to community boards, committees and task forces</p> <p>For primary care physicians: Establishment of solid clinical practice.</p>

James H. Quillen College of Medicine Indicators of Success For Promotion to the Rank of Professor DEPARTMENT OF OB/GYN			
Category	Percent Time Devoted	Evaluation Standard	Criteria <i>Candidates would not be expected to meet all of the criterion listed, but would meet the majority.</i>
Research/ Scholarly <i>The candidate's academic record should provide clear evidence of national/international recognition as an expert in his/her field. Publications and external funding should be absolute requirements.</i>	50-80%	Excellent	<ul style="list-style-type: none"> • Publication of >5 book chapters • ≥50 publications in peer-refereed journals. However, the quality of publications should be a critical determinant for a Professor, <i>i.e.</i> fewer publications in high impact, premier journals are preferable to more publications in second/third tier journals. Departments are encouraged to develop journal impact publication criteria using Science Citations ratings. • PI on 1 major grant at time of promotion, and history of continuous funding. (Not including R15s, 1 year development grants, or seed money). • >50 presentations at national/international meetings (including residency and post-doctoral period) • Active reviewer for ≥ 2 journals, and/or member of national or federal peer review panel (NIH, VA, AHA, etc.) • 10 invited presentations to scientific meetings or other academic institutions • Evidence of research mentoring for residents or junior faculty
		Good	<p>N/A – It is unlikely that with an 50+ percent commitment to research, that other than an "excellent" evaluation would be acceptable. In the rare case that only a "good" rating is achieved, use the criteria for excellent under 20 percent time devoted.</p>
	≤20% <i>(If <20% , use criteria for Good only)</i>	Excellent	<ul style="list-style-type: none"> • 15 publications, including peer-reviewed journals and/or chapters, half as first author, half at ETSU • Co-investigator on a major grant (at least 10% effort) • Citations Index–list candidate's articles used in major publications • 20 presentations (including residency and post-doctoral period) • Evidence of research mentoring for residents and junior faculty
		Good	<ul style="list-style-type: none"> • 5 publications/chapters (1 to 2 as first author), half at ETSU • 5 presentations at regional/international meetings or otherwise convincing evidence of emerging national recognition (including residency and post-doctoral period)

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Teaching	N/A	Excellent	<ul style="list-style-type: none"> • Peer review (including chair's review) leading to excellent ratings • Recipient of teaching award—may be included but is not required • Consistent student evaluations in excellent category • Coordination or significant participation in at least 1 medical school course or 2 residency seminars, and/or instruction of a significant number (~30 to 60 percent) of lectures in major course (may include but not require serving as course director or program director) • Successful direction of a residency training program, clerkship program, or graduate program - may be included but is not required • Active participation in curriculum planning and evidence of being viewed as making significant contribution to curriculum development • Ability to identify at least 10 "mentees" who identify individual as a major career influence • Consistent excellent evaluations for teaching/ presentations outside the COM. • Evidence of national involvement in curriculum design or teaching evaluation (supported by letters from national organizations) • Development of well attended and highly rated CME programs - may be included but is not required. • Consistent excellent ratings at continuing education program presentations.
		•Good	<ul style="list-style-type: none"> • Peer review (including chair's review) leading to good to excellent ratings • Recipient of teaching award—may be included but is not required • Consistent student evaluations in the good to excellent category • Instruction of at least 20 hours in residency seminars or medical student courses annually • Ability to identify at least one "mentee" who identifies the individual as a major career influence • Good to excellent evaluations at CME conferences.

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Category	Percent Time Devoted	Evaluation Standard	Criteria <i>No candidate would be expected to meet all of the criteria listed, but generally would meet the majority</i>
<p>Research/ Scholarly</p> <p><i>Gives evidence of emerging national recognition as an expert in his/her field.</i></p>	50-80%	Excellent	<ul style="list-style-type: none"> • Publication of 5 book chapters or other non paired reviewed publication • 15 publications in peer-refereed journals (~ ½ as first or last author), half of which should be based on research conducted at ETSU. Quality of publications should be also weighed (i.e. fewer publications in high impact journals preferable than many in second or third tier journals). • At least 2 funded external grants • 10 -20 presentations at national/international meetings (including residency and post-doctoral period) • Reviewer in 2 journals • 5 invited presentations to scientific meetings or other academic institutions • Mentor for 3 or more residents in their research projects or other equivalent research mentoring activity.
		Good	<p>N/A – It is unlikely that with an 50+ percent commitment to research, that other than an "excellent" evaluation would be acceptable. In the rare case that only a "good" rating is achieved, use the criteria for excellent under 20 percent time devoted.</p>
	<p>≤20%</p> <p><i>(If < 20 %, use criteria for Good)</i></p>	Excellent	<ul style="list-style-type: none"> • 8 to 10 publications, including peer-reviewed journals and/or chapters, half as first author, half at ETSU. Three non-peer reviewed "publications" may be equivalent to one peer reviewed publication. • Co-investigator on a major grant - may be included but is not required • Citations index—list candidate's articles used in major publications - may be included but is not required • 3 to 5 invited presentations (without industry support) and/or 8-10 presentations (including residency and post-doctoral period). • Evidence of research mentoring activity in the department.
		•Good	<ul style="list-style-type: none"> • 5 publications/chapters (1 to 2 as first author), half at ETSU • 5 presentations (without industry support) at regional/international meetings or otherwise convincing evidence of emerging national recognition (including residency and post-doctoral period)

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Category	Percent Time Devoted	Evaluation Standard	<p align="center">Criteria <i>No candidate would be expected to meet all of the criteria listed, but generally would meet the majority</i></p>
Teaching	N/A	Excellent	<ul style="list-style-type: none"> • Peer review (including chair's review) leading to excellent ratings • Recipient of teaching award—may be included but is not required • Consistent student evaluations in excellent category • Coordination or significant participation in at least 1 medical school course or 2 residency seminars, and/or instruction of a significant number (~30 to 60 percent) of lectures in major course (may include but not require serving as course director or program director) • Successful direction of a residency training program, clerkship program, or graduate program -- may be included but is not required • Active participation in curriculum planning and evidence of being viewed as making significant contribution to curriculum development • At least 8 "mentees" who identify individual as a major career influence • Successful direction of residency training program, clerkship program or graduate program maybe included but is not required • Teaching outside the department • The development of well attended high rated CME programs - maybe included but is not required. • Beginning evidence of national involvement in medical student or graduate medical education • Consistent excellent ratings in CME program presentations.
		•Good	<ul style="list-style-type: none"> • Peer review (including chair's review) leading to good to excellent ratings • Recipient of teaching award—may be included but is not required • Consistent student evaluations in the good to excellent category • Instruction of at least 20 hours in residency seminars or medical student courses annually • Ability to identify at least one "mentee" who identifies the individual as a major career influence • Good to excellent ratings in CME program presentations.

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Category	Percent Time Devoted	Evaluation Standard	Criteria <i>No candidate would be expected to meet all of the criteria listed, but generally would meet the majority</i>
Service	80%	Excellent	<ul style="list-style-type: none"> • Evidence of coordination/direction of a major clinical program (clinic, hospital service, laboratory, etc.) maybe included but is not required • Referrals from beyond immediate region: statewide and/or national (e.g., at least 1/3 of referrals from outside MEAC) maybe included but is not required • Service in national or regional professional organizations, College of Medicine, and/or University committees/boards/task forces • Development of a well recognized practice parameter or algorithm for a particular diagnosis or procedure • Current board certification • Service as a board examiner or participation in development of written board examinations maybe included but is not required • Offering a unique clinical specialty or service for the region as evidenced by support letters from colleagues/peers • Service on regional or national scientific review boards or journal editorial boards maybe included but is not required • For primary care physicians: Establishment of successful clinical practice. • Presentation of lay educational programs including but not limited to the print media, electronic media, radio or television, or seminars. • Service to community boards, committees and task forces. • Service as a Journal reviewer
		Good	<ul style="list-style-type: none"> • Referrals from throughout the region (e.g., at least 1/5 of referrals from outside MEAC) maybe included but is not required. • Development of a stable and busy clinical practice. • Service in national or regional professional organizations, College of Medicine, and/or University committees/boards/task forces • Board certification • Offering a valuable clinical specialty or service for the region as evidenced by support letters from colleagues/peers • Service to community boards, committees and task forces • For primary care physicians: Establishment of solid clinical practice.

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Service	80%	Excellent	<ul style="list-style-type: none"> • Evidence of coordination/direction of a major clinical program (clinic, hospital service, laboratory, etc.) • Referrals from beyond immediate region: statewide and/or national • Service in national or regional professional organizations, regulatory bodies, College of Medicine, and/or University committees/boards/task forces • Current board certification (including re-certification if applicable) • Service as a board examiner, or participation in the development of board examinations • Offering a unique clinical specialty or service for the region as evidenced by support letters from colleagues/peers • Service on national or federal scientific review boards or journal editorial boards • Establishment of a stable, reliable clinical practice. • Service to community boards or lay educational endeavors including seminars and media events.
		Good	<ul style="list-style-type: none"> • Referrals from throughout the region • Service in national or regional professional organizations, College of Medicine, and/or University committees/boards/task forces • Board certification • Offering a valuable clinical specialty or service for the region as evidenced by support letters from colleagues/peers • For primary care physicians: Establishment of a solid clinical practice. • Service to community boards, committees, task forces or media.