

**INTEGRATED MEDICAL SCIENCE DEPARTMENT
CHARLES E. SCHMIDT COLLEGE OF MEDICINE
FLORIDA ATLANTIC UNIVERSITY**

PROMOTION AND TENURE GUIDELINES

Promotion and Tenure Criteria

Decisions on promotion and tenure are a key to the future quality and operation of the Integrated Medical Science (IMS) Department and must be considered in a serious and professional manner. The primary mission of this department coincides with those of the university: teaching, research, scholarly activity, service, and patient care. Therefore, the *“University Guidelines for Promotion and Tenure of Faculty”* should be followed regarding the content and format of the portfolio. These guidelines also provide a general guide to the criteria for promotion and tenure. Time-in-rank toward promotion to the next rank is typically 6 years. It is important that the records of candidates are evaluated fairly and objectively in the context of their academic assignments. Achievements in teaching, research, scholarly activity, service, and patient care activities will be emphasized proportionally based on the individual candidate’s percent of effort in these areas over time, during their progress toward promotion and/or tenure. The department will follow the most recent time-line provided in the annual memorandum disseminated by the Office of the Provost in scheduling the various steps in the promotion and tenure process of the department.

Promotion may be based on different patterns of significant accomplishment, and evaluation will accommodate the variations in faculty assignment and activity. The annual Assignment of Responsibilities will reflect the relative efforts directed to teaching, research, scholarly activity, service and patient care.

Annual Appraisal of Progress toward Promotion and Tenure

The Department Chair is responsible for completing an Annual Evaluation of Faculty and for assessing the progress of faculty toward promotion and/or tenure. This annual evaluation will examine the assigned duties for tenure and promotion including teaching, research, scholarly activity, service and patient care for all faculty members. This evaluation will be based on the faculty member’s specific assignments in these areas as documented in the Assignment of Responsibilities. Assignments or changes in assignments made by administrators other than the Chair will also be documented in writing for the faculty portfolio. The Chair will provide a copy of the Annual Evaluation to each faculty member. For tenure-track faculty, in addition to the Annual Evaluation, a comprehensive review of the progress towards tenure and promotion of each tenure-track faculty member in the department will be conducted three years after the time of hiring. Both the Annual Evaluations and 3rd year review will be considered in promotion and tenure decisions. However, such decisions also require consideration of the applicable criteria as outlined for each rank and for the tenure and non-tenure tracks.

Criteria for Appointment, Promotion, Tenure, or Retention

For promotion and/or tenure, faculty must have a substantial majority of satisfactory (“Meets Expectations” or “Exceeds Expectations”) annual evaluations in teaching, research, scholarly activity, service, and patient care during the considered time period, as well as multiple outstanding (“Exceeds”) evaluations in the area to which they allocate the greatest amount of effort. Evidence of scholarship is required for all promotions commensurate with the faculty member’s assignment. There are multiple routes to promotion, and recommendations for promotion may be based on evidence that the candidate has achieved excellence in one category of evaluation while continuing to perform well and effectively in all other assigned areas. Promotion will be based on demonstrated merit, and not years of departmental employment. Awarding of tenure implies a commitment by the university and the department that the individual and departmental colleagues expect to co-exist in a mutually collegial manner for the remainder of their professional careers.

As indicated in the University Guidelines, *“the awarding of tenure is not a simple summing of annual evaluations. The awarding of tenure is based upon the judgment that the person will have a lifelong commitment to scholarship and teaching at the University level and to sharing in the tasks, activities and goals of the Department/School, College and University”*. Therefore the awarding of tenure should be viewed as the most important decision of the departmental faculty members. A faculty member hired as Associate Professor or Professor without tenure must demonstrate the ability to maintain and extend his or her research and/or scholarly activity while at the University in order to be considered for tenure.

TENURE TRACK

Assistant Professor (Tenure Track)

The criteria for promotion to the rank of Assistant Professor include:

- A. A doctoral degree (Ph.D., M.D., D.O., or equivalent) with successful completion of a postgraduate training program, ABMS or AOA board certification or board eligibility in a clinical discipline or the equivalent for non-M.D. specialists; and a major commitment to teaching, research and/or clinical service.
- B. Evidence of the ability to be an effective teacher and carry out research and/or scholarly activity.
- C. Demonstrated interest in being a productive and collegial professional in the field of medicine, medical education and/or science.

Associate Professor (Tenure Track)

In order to achieve promotion to the rank of Associate Professor a faculty member must perform in an outstanding manner in their area of greatest effort (teaching, research,

scholarly activities, service, and/or patient care) and perform satisfactorily in all other areas of effort as outlined in their annual Assignment of Responsibilities. Evidence of such performance in assigned areas should be reflected in the majority of annual reviews over the duration of the review period.

Examples of outstanding performance to achieve promotion to the level of Associate Professor include but are not limited to the items listed below. Additional examples of outstanding performance in the various areas are provided in **Appendix A**.

- A. **Teaching:** Candidates must show that they are effective in teaching and committed to the department's goal of quality instruction. Teaching activities can include direct teaching through lectures or small groups, curriculum development or revision, advising and mentoring, educational leadership and administration and learner assessment. Faculty members are expected to participate in leadership activities that transform programs and advance the field at the local and regional level. Evidence of achievement in this category includes responsibility for design, organization, coordination, and evaluation of a high quality course or series of lectures, developing innovative evaluation strategies and dissemination of educational innovations, including curriculum development and new teaching materials.
- B. **Research:** Candidates must show that they are effective in and committed to high quality research activity as evidenced by regional or national reputation. Research activity can take many forms including basic science research, translational research, clinical research, educational research and quality improvement research. Independent and original investigation recognized by peers may include external funding of investigator-initiated hypothesis-oriented research projects (NIH, NSF, AHA, ACS etc). Evidence of scholarship in this category also includes publications or original substantive work in peer-reviewed journals and invited lectures.
- C. **Scholarly Activity:** Candidates must show they are effective in and committed to performing high quality scholarly activity. Scholarly activity includes basic and applied research, published works, creation of innovative teaching and clinical materials or procedures, and other original contributions to the health science knowledge base. Some examples of achievement in this area include authorship of scholarly publications including peer-reviewed publications and media, scientific or teaching honors and awards, presentations at meetings or other institutions, and serving as a manuscript reviewer or on the editorial board of a scientific journal.
- D. **Service:** Candidates must show that they are effective in and committed to the department's mission of service within the College of Medicine and University as well as to the community and profession. Examples of outstanding service include but are not limited to: active participation in the governance of professional organizations, engaging in the review of research grants for federal agencies or private foundations, serving or leading departmental, college, or university-wide committees and initiatives, commendable participation in community service or other volunteer activities.
- E. **Patient Care:** Candidates must show that they are effective in their clinical skills and

the provision of patient-centered care. Examples of outstanding performance include but are not limited to providing clinical innovations, developing clinical research and/or programs that are locally and/or nationally distinctive and/or participating in programs that measurably improve patient outcomes.

Professor (Tenure Track)

Promotion to Professor is largely based on accomplishments since promotion to Associate Professor, and the portfolio should demonstrate scholarly achievements since that time.

In order to achieve promotion to the rank of Professor a faculty member must perform in an outstanding manner in their area of greatest effort (teaching, research scholarly activities, service, and/or patient care) and perform satisfactorily in all other areas of effort as outlined in their annual Assignment of Responsibilities. Evidence of such performance in assigned areas should be reflected in a substantial majority of annual reviews over the duration of the review period.

Examples of outstanding performance to achieve promotion to the level of Professor include, but are not limited to, the items listed below. Additional examples of outstanding performance in the various areas are provided in **Appendix A**.

- A. **Teaching:** Candidates must show that they are effective in teaching and committed to the department's goal of quality instruction. Teaching activities can include direct teaching through lectures or small groups, curriculum development or revision, advising and mentoring, educational leadership and administration and learner assessment. Faculty members are expected to participate in leadership activities that transform programs and advance the field in the national or international arena. Evidence of achievement in this category includes responsibility for design, organization, coordination, and evaluation of a high quality course or series of lecture, developing innovative evaluation strategies and dissemination of educational innovations, including curriculum development and new teaching materials.
- B. **Research:** Candidates must show that they are effective in and committed to high quality research activity. Research activity can take many forms including basic science research, translational research, clinical research, educational research and quality improvement research. Independent and original investigation recognized by peers may include external funding of investigator-initiated hypothesis-oriented research projects (NIH, NSF, AHA, ACS etc). Evidence of scholarship in this category also includes publications in peer-reviewed journals and media and invited lectures. For faculty whose area of greatest effort is in research, promotion to Professor requires a history of sustained extramural funding as evidenced by grant support during the majority of years in the review period.
- C. **Scholarly Activity:** Candidates must show they are effective in and committed to performing high quality scholarly activity. Scholarly activity includes basic and

applied research, published works, creation of innovative teaching and clinical materials or procedures, and other original contributions to the health science knowledge base. Some examples of achievement in this area include authorship of scholarly publications including peer-reviewed publications and media, scientific or teaching honors and awards, presentations at national or international meetings or other institutions, and serving as a manuscript reviewer or on the editorial board of a scientific journal.

- D. **Service:** Candidates must show that they are effective in and committed to the department's mission of service within the College of Medicine and University as well as to the community and profession. Examples of exceptional service include: active participation in the governance of professional organizations, engaging in the review of research grants, serving or leading departmental, college, or university-wide committees and initiatives, commendable participation in community service or other volunteer activities.
- E. **Patient Care:** Candidates must show that they are effective in their clinical skills, provide clinical innovations, develop clinical research and/or programs that are nationally and/or internationally distinctive and participate in programs that measurably improve patient outcomes.

When applying for promotion, faculty members are expected to follow the university guidelines for preparation of portfolio materials including letters from referees outside of the university. The following should be included:

- At least 5 letters from referees outside of the university at or above the rank to which the candidate is being promoted, who are acceptable to the Chair (based on expertise in the candidate's area). These should not come from persons closely identified with the candidate (such as graduate advisors and post-doctoral mentors) so as to be objective. The list of potential reviewers should be compiled by the Chair in consultation with senior faculty in the candidate's area of expertise (Associate or Full Professors). These consultants may be faculty in the Department, or in other university departments if expertise within the department is not available. The list of potential referees will be provided in writing to the candidate, who will review this list for conflict of interest, or evidence that the reviewers do not have sufficient expertise in the candidate's field, and are therefore not qualified.
- Up to 2 letters from research collaborators, advisors, mentors, mentees, students or colleagues at FAU may also be included in *addition* to the 5 outside letters.

NON-TENURE TRACK (CLINICIAN AND/OR EDUCATOR)

Assistant Professor (Non-Tenure Track)

The criteria for promotion to the rank of Assistant Professor include:

- A. A doctoral degree (Ph.D., M.D., D.O., or equivalent) with successful completion of a postgraduate training program, ABMS or AOA board certification or board eligibility in a clinical discipline or the equivalent for non-M.D. specialists; and a major commitment to teaching, research and/or clinical service.
- B. Evidence of the ability to be an effective teacher and carry out research and/or scholarly activity.
- C. Demonstrated interest in being a productive and collegial professional in the field of medicine, medical education and/or science.

Associate Professor (Non-Tenure Track)

In order to achieve promotion to the rank of Associate Professor a faculty member must perform in an outstanding manner in their area of greatest effort (teaching, research, scholarly activities, service, and/or patient care) and perform satisfactorily in all other areas of effort as outlined in their annual Assignment of Responsibilities. Evidence of such performance in assigned areas should be reflected in the substantial majority of annual reviews over the duration of the review period.

Examples of outstanding performance to achieve promotion to the level of Associate Professor include but are not limited to the items listed below. Additional examples of outstanding performance in the various areas are provided in **Appendix A**.

- A. **Teaching:** Candidates must show that they are effective in teaching and committed to the department's goal of quality instruction. Teaching activities can include direct teaching through lectures or small groups, curriculum development or revision, advising and mentoring, educational leadership and administration and learner assessment. Faculty members are expected to participate in leadership activities that transform programs and advance the field through at the local or regional level. Evidence of scholarship in this category includes responsibility for design, organization, coordination, and evaluation of a high quality course or series of lecture, developing innovative evaluation strategies and dissemination of educational innovations, including curriculum development and new teaching materials.
- B. **Research:** Candidates must show that they are effective in and committed to high quality research activity. Research activity can take many forms including basic science research, translational research, clinical research, educational research and quality improvement research. Independent and original investigation recognized by

peers may include external funding of investigator-initiated hypothesis-oriented research projects (NIH, NSF, AHA, ACS etc). Evidence of scholarship in this category also includes publications or original substantive work in peer-reviewed journals and media and invited lectures.

- C. **Scholarly Activity:** Candidates must show they are effective in and committed to performing high quality scholarly activity. Scholarly activity includes basic and applied research, published works, creation of innovative teaching and clinical materials or procedures, and other original contributions to the health science knowledge base. Some examples of achievement in this area include: authorship of scholarly publications, including peer-reviewed publications and media, scientific or teaching honors and awards, presentations at meetings or other institutions, and serving as a manuscript reviewer or on the editorial board of a scientific journal.
- D. **Service:** Candidates must show that they are effective in and committed to the department's mission of service within the College of Medicine and University as well as to the community and profession. Examples of outstanding service include but are not limited to: active participation in the governance of professional organizations, engaging in the review of research grants, serving or leading departmental, college, or university-wide committees and initiatives, commendable participation in community service or other volunteer activities.
- E. **Patient Care:** Candidates must show that they are effective in their clinical skills and the provision of patient-centered care. Examples of outstanding performance include but are not limited to providing clinical innovations, developing clinical research and/or programs that are locally and/or nationally distinctive and/or participating in programs that measurably improve patient outcomes.

Professor (Non-Tenure Track)

Promotion to Professor is largely based on accomplishments since promotion to Associate Professor, and the portfolio should demonstrate scholarly achievements since that time.

In order to achieve promotion to the rank of Professor a faculty member must perform in an outstanding manner in their area of greatest effort (teaching, research scholarly activities, service, and/or patient care) and perform satisfactorily in all other areas of effort as outlined in their annual Assignment of Responsibilities. Evidence of such performance in assigned areas should be reflected in the substantial majority of annual reviews over the duration of the review period.

Examples of outstanding performance to achieve promotion to the level of Professor include, but are not limited to, the items listed below. Additional examples of outstanding performance in the various areas are provided in **Appendix A**.

- A. **Teaching:** Candidates must show that they are effective in teaching and committed to the department's goal of quality instruction. Teaching activities can include direct teaching through lectures or small groups, curriculum development or revision,

advising and mentoring, educational leadership and administration and learner assessment. Faculty members are expected to participate in leadership activities that transform programs and advance the field in the national or international arena. Evidence of achievement in this category includes responsibility for design, organization, coordination, and evaluation of a high quality course or series of lecture, developing innovative evaluation strategies and dissemination of educational innovations, including curriculum development and new teaching materials.

- B. **Research:** Candidates must show that they are effective in and committed to high quality research activity. Research activity can take many forms including basic science research, translational research, clinical research, educational research and quality improvement research. Independent and original investigation recognized by peers may include external funding of investigator-initiated hypothesis-oriented research projects (NIH, NSF, AHA, ACS etc). Evidence of scholarship in this category also includes publications or original substantive work in peer-reviewed journals and media and invited lectures.
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- D. **Service:** Candidates must show that they are effective in and committed to the department's mission of service within the College of Medicine and University as well as to the community and profession. Examples of exceptional service include: active participation in the governance of professional organizations, engaging in the review of research grants, serving or leading departmental, college, or university-wide committees and initiatives, commendable participation in community service or other volunteer activities.
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- At least 5 letters from referees outside of the university at or above the rank to which the candidate is being promoted, who are acceptable to the Chair (based on expertise in the candidate's area). These should not come from persons closely identified with the candidate (such as graduate advisors and post-doctoral mentors) so as to be

objective. The list of potential reviewers should be compiled by the Chair in consultation with senior faculty in the candidate's area of expertise (Associate or Full Professors). These consultants may be faculty in the department, or in other university departments if expertise within the department is not available. The list of potential referees will be provided in writing to the candidate, who will review this list for conflict of interest, or evidence that the reviewers do not have sufficient expertise in the candidate's field, and are therefore not qualified.

- Up to 2 letters from research collaborators, advisors, mentors, mentees, students or colleagues at FAU may also be included in *addition* to the 5 outside letters.

Movement Between Tracks

Tenure-track, Assistant Professor or Associate Professor faculty may switch out of the tenure track only at the third-year retention review. Approval for switching from the tenure track requires a statement of proposal from the candidate and department Chair, and approved by the Chair of the Integrated Medical Science Department and the Dean of the College of Medicine.

Movement between the tenure and non-tenure tracks should be treated as a new appointment. The Department must meet requirements outlined in the College and University guidelines for recruitment, selection, and appointment of faculty when making these considerations.

Consideration of tenure for faculty who were not on tenure track at the time of their promotion should be reserved for faculty at the rank of Professor who have clearly demonstrated through their performance as scholars and teachers that their work has been widely perceived among their peers as outstanding. Persons holding the rank of Professor with tenure are expected to be of similar professional stature to the foremost persons of similar rank in similar fields and to show clear evidence of continuing excellence in scholarly activity in their years at the university. Good teaching and university service should be expected but cannot in and of themselves be sufficient grounds for tenure. There is an expectation that the candidate will demonstrate continuous intellectual development and leadership as evidenced by excellence in scholarly activity as defined by the promotion criteria.

Voting Eligibility in the Integrated Medical Science Department

As indicated in the Provost's "*Guidelines for Appointment, Promotion and Tenure of Faculty*": "In tenure considerations, those eligible to vote are the tenured faculty members of the appropriate department/school; in promotion cases, all tenured and tenure track faculty members of the faculty are eligible to vote, unless otherwise specified by the bylaws of the department/school or college.

1. Four faculty members from the Department will be elected by the department faculty to serve on the College Promotion and Tenure Committee, according to the College Bylaws. These individuals can attend the Promotion and Tenure meeting of the Department, but they are not eligible to vote on promotion or tenure at the

departmental level. They are eligible to vote on promotion and tenure on the College Promotion and Tenure Committee.

2. Except for the four faculty members serving on the College Promotion and Tenure Committee, all full-time tenured and tenure-track faculty are eligible to vote for promotion to any rank for candidates who are tenured or tenure-track.
3. In considerations for tenure, including tenure on appointment, all tenured faculty members at or above the proposed candidate's faculty appointment level (i.e. associate of full professors depending on the applicant) are eligible to vote.
4. Non-tenure earning faculty members are eligible to make a recommendation on promotions of tenured or tenure-track faculty. They are eligible to vote on promotion of non-tenure track faculty. However they are not eligible to serve on Department Committee if they have applied for promotion that year.
5. Tenured faculty members are eligible to vote for promotion of non-tenure track faculty (on the Committee charged with this, as described above).

Voting on promotion or tenure in the Department requires that each faculty member eligible to vote consult the candidate's file/portfolio to establish an informed recommendation. Voting is done by anonymous balloting, and votes can be "yes", "no", or "abstain". Eligible faculty not able to attend the departmental meeting to discuss and vote on promotion of candidates may provide their proxy to another eligible faculty member attending the meeting, provided they inform the Chair of the department in advance, and review the portfolio materials. Voting requires that a quorum of faculty be in attendance to participate in discussion at the departmental meeting (more than 50% of the voting-eligible faculty in the Department). Following Departmental review, and prior to review at the College level, candidates for promotion and/or tenure may add to their portfolio a written response to any materials added to the candidate's portfolio, within 5 days of the material's receipt.

Promotion and Tenure Committee Membership

The Integrated Medical Science Department (IMSD) Promotion & Tenure (P&T) Committee (Committee) will be composed of seven faculty members of the Department. The P&T Committee will serve in an advisory role to the Chair of the Department.

The IMSD P&T Committee will include the majority of its members at the rank of Associate Professor or Professor, with no more than two members at the rank of Assistant Professor. Committee members will serve a two-year term, which can be renewed for one additional two-year term. Any faculty member with a 0.5 FTE appointment is eligible to serve on the Department Committee. Decanal faculty are eligible to serve on the Committee if elected or appointed, however the Department Chair and Associate Department Chair are not eligible to serve. IMSD faculty who are members of the College P&T Committee are not eligible to serve at the Department level.

The Department Chair will appoint four members of the faculty to the IMSD P&T Committee and the remaining three committee members will be elected through an election process by the members of the Department who have a 0.5 FTE or greater. The Committee will then select a chair through an election process.

Decisions on promotions will be voted on by all seven committee members, who will have the opportunity to approve or deny the appointment or promotion, or abstain if they have a conflict of interest. The result of the vote and a brief summary of relevant aspects of the discussion will be forwarded to the Department Chair, who will make recommendations regarding promotion of IMSD faculty members to the College P&T Committee.

Decisions on tenure will be deferred to the College P&T Committee until such time as there are adequate numbers of tenured members of the IMSD to populate both committees without the problem of duplicate voting.

Approved Date: ___/___/___

Effective Date: ___/___/___

Criteria shall become effective only after adoption by the Provost and his/her designees. When new criteria are adopted and approved, faculty submitting applications for tenure or promotion within the subsequent three years may choose to be evaluated based on the old or the new criteria. Thereafter, only the new criteria will apply.

Appendix A

Scholarly activity includes basic and applied research, published works, creation of innovative teaching and clinical materials or procedures, and other original contributions to the health science knowledge base, such as:

TEACHING

- Inclusion of your teaching materials in a peer-reviewed venue
- Publishing peer-reviewed materials
- References of citations of your materials or approach
- Data showing adoption of teaching materials by other faculty
- Description of how others have used your teaching materials or curriculum
- Invitations to present at regional, national or international meetings, including evaluations of the presentation
- List of institutions where the curriculum or innovation has been adopted
- Invitations to consult with other schools
- Securing program development funding
- Conducting skill enhancement sessions at professional meetings
- Teaching effectiveness evidenced by mastery of both content and method, documented by student and faculty evaluations
- Innovation in teaching methods and production of texts or educational software
- Responsibility for design, organization, coordination and evaluation of a high quality course or series of lectures
- Responsibility for successful curriculum innovation and design
- Thesis or dissertation advisement
- Achievement of graduate students
- Teaching awards

RESEARCH

- Principal investigator of peer-reviewed, externally funded research grants
- Principal investigator of other funded research grants
- Co-investigator of peer-reviewed, funded research grants
- Publishing peer-reviewed articles
- Presentation of findings at meetings and conferences
- Unsolicited invitations to present research findings at other institutions or at national/international professional or scientific meetings
- Service on national research committees and task forces
- Demonstration of initiative and sustained activity as independent researcher
- Effective participation in research training
- Serving as an exemplary clinical or research role model for trainees
- Research Awards

SCHOLARLY ACTIVITY

- Membership on national/state research peer-review panels
- Manuscript reviewer or service on the editorial board for scientific journals
- Officer of national/international scientific societies
- Scientific honors and awards
- Election to membership or fellowship in prestigious scholarly societies, advisory groups or study sections
- Invitations to direct or teach in programs of professional societies and CME courses
- Serving as examiner for recognized specialty board, or the equivalent

SERVICE

- Serving as an effective mentor for junior faculty
- Editor or editorial board member of scientific journals
- Recognized achievement in administration and/or leadership at department, College or University level
- Recognized achievement as member of department, College or University committee
- Continuing and effective consultation and service to local, state, regional, national or international organizations
- Provision of continuing and effective counseling and guidance services to students
- Holding leadership office in professional or learned societies at state, national or international level
- Serving on civic organizations concerned with health care issues at local, state, national, or international level

PATIENT CARE

- Publication of clinical observations, reviews, investigations, computer programs or contributions dealing with new clinical insights, improved methods of diagnosis and treatment and more effective delivery systems
- Recognition as an outstanding clinician as evidenced by a state-wide pattern of clinical referrals and/or reputation for clinical excellence,
- Recognition of superior clinical accomplishments as evidenced by being sought out for consultation by colleagues,
- Holding leadership role in an affiliated hospital or health care organization, or recognized achievement on behalf of such an organization,
- Membership or fellowship in elected professional organization that denotes a high level of clinical competency
- Board certification/recertification in specialty, and sub-specialty where applicable, or equivalent.
- Achievement of performance objectives such as work Relative Value Units in comparison to national benchmarks for the discipline.