

Criteria levels	Assistant Professor	Associate Professor	Professor
Impact	<u>Local Impact</u> : reputation with contribution within immediate professional work environment (Division or work area)	<u>Regional Impact</u> : reputation, expertise, dissemination beyond immediate Division or work area to other Divisions or Departments.	<u>National or International Impact</u> : reputation, expertise, dissemination to other institutions
Participation	<u>Participation</u> : quality & quantity	<u>Leadership</u> with evidence of impact or outcomes	<u>Sustained</u> contributions with the department and institution plus with broad impact beyond Duke

Examples	Assistant Professor	Associate Professor	Professor
<b>*see AAMC QI proficiency levels below</b>	Demonstrate a level of <u>proficient</u> with QI	Demonstrate a level of <u>expert</u> with QI	Demonstrate a level of <u>master</u> with QI
<b>Project Participation, program development, and service</b>	<p>Participates in institutional service through QI projects that show increasing responsibility (committees, task forces, varied organizations/groups)</p> <p>Participate in multi-center QI projects</p> <p>Serve as an ad hoc journal reviewer</p> <p>Participate in the development of clinical guidelines with impact in immediate professional work environment</p>	<p>Demonstrates a pattern of sustained institutional service through projects that show <u>increasing leadership and breadth beyond immediate work area</u> within the work (committees, task forces, varied organizations/groups)</p> <p>Serve as the site PI for a multi-center QI project</p> <p>Service on editorial board of peer-reviewed quality and safety journals</p> <p>Receipt of local or intramural grants to support quality or safety work</p> <p>Lead clinical guideline development with demonstrated impact/improved outcomes beyond immediate area</p>	<p>Serve with sustained high-intensity on institutional committees (ideally as chair or leadership role within the committee)</p> <p>Lead national quality or safety collaboratives or projects</p> <p>Hold leadership roles at Duke and in national committees/organizations</p> <p>Receive invitations to consult regarding QI programs beyond the department and institution</p> <p>Editor of peer-reviewed quality and safety journal</p> <p>Receipt of external funding for innovations or scholarly work</p>

		Development of digital tools or curriculum to teach quality and/or safety concepts at a local level with demonstrable outcomes	Lead a portfolio of projects with demonstrated evidence of outstanding impact/improved outcomes  Development of digital tools or curriculum to teach quality and/or safety concepts at a regional and national level with demonstrable outcomes
<b>Presentations and Publications</b>	Participate in educational, scientific, or health-related community organizations  Present at the local or state level regarding quality and safety work	Receive invitations to present at regional (outside of institution) or national meetings  Publish peer-reviewed materials in journals or book chapters (first/senior/co-author)	Receive national recognition/awards for QI expertise  Receive invitations to present national or internationally  Sustained publications in peer-reviewed materials in journals or book chapters with substantial role (first/senior author) or serve as editor of peer-reviewed journal or book
<b>Teaching and Curriculum Development &amp; Impact</b>	Teach quality and safety topics to learners locally	Participate in the development of a quality improvement curriculum	Develop and lead a quality improvement course or program locally, regionally, and/or nationally
<b>Advising and Mentoring</b>	Mentoring of students, trainees in QI or safety (#, duration of relationship)	Mentoring or coaching of students, trainees and/or faculty in QI or safety (#, duration of relationship) with demonstrable impact on mentees (positions, presentations, publications or grants)  Leadership of faculty development activities around mentoring at local level	Mentoring of students, trainees and faculty on national level (#, duration of relationship) with demonstrable impact on mentees (positions, presentations, publications or grants)  Leadership of faculty development courses/conferences on mentoring/mentoring programs at national level

<b>AAMC QI Levels of Proficiency*</b>	<b>Competent</b>	Has taken basic QI courses and is able to fully engage on a project team
	<b>Proficient</b>	Role models, teaches, and demonstrates the requisite competencies in QI and PS outlined above in the context of his/her everyday work
	<b>Expert</b>	This faculty is engaged in formal teaching, in creating and disseminating curricula and educational experiences and in assessing progress, driving physician development in the above competencies. This is not to say the expert is engaged in developing curricula for all of the competencies; rather, to define the expert as contributing in some way to the development and implementation of educational materials that advance the teaching of QI and PS. These faculty members also frequently serve as team leaders in improvement and safety.
	<b>Master</b>	Scholar in QI and PS. This faculty thus adds to the achievements of the expert through scholarly activity in QI and PS. Additionally, these individuals frequently are system leaders or organizational leaders in QI and PS

\*<https://www.aamc.org/system/files/c/2/494310-te4qcompetencies.pdf>