



THE UNIVERSITY OF ARIZONA

**College of Medicine**

Phoenix

**THE UNIVERSITY OF ARIZONA COLLEGE OF MEDICINE – PHOENIX**  
**GUIDELINES FOR APPOINTMENT, FACULTY TITLE, PROMOTION AND TENURE**

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## TRADITIONAL TITLE SERIES

This title series encompasses the traditional unmodified titles (instructor, assistant professor, associate professor or professor). There are four pathways, or tracks, to promotion: tenure track, research scholar track (non-tenured), clinical scholar track (non-tenured) and educator scholar track (non-tenured).

### TENURE-ELIGIBLE CRITERIA FOR APPOINTMENT AND PROMOTION:

All faculty members of the University of Arizona College of Medicine – Phoenix engage in teaching, scholarship and service to varying degrees. The distinguishing feature of the tenure track is the requirement for scholarship. Scholarship is a multifaceted concept, and includes the scholarship of discovery, clinical scholarship and educational scholarship. At the UArizona College of Medicine – Phoenix, appointment on the tenure track is open to faculty members who are full-time employees of the University of Arizona (e.g., greater than 0.50 FTE)(see [University Handbook for Appointed Personnel](#)). For appointment on the tenure track, adequate time and an appropriate setting must be available for the candidate to achieve success in scholarly activities. Given the demands of scholarly activities, candidates are strongly encouraged to seek mentors who can provide guidance on the requirements of scholarship and on how best to achieve success in this track. The tenure clock is active with appointment at **any** rank on the tenure track (see [dossier guidelines](#)).

#### 1. Instructor

Appointment at the rank of instructor on the tenure track is based on promise as a scholar and requires satisfactory completion of the requirements for the appropriate terminal degree (e.g., MD, PhD, DO or equivalent). Advanced clinical specialty training as a resident or postdoctoral fellow may be required. The appointment as instructor is to be used rarely and is intended to allow for a period of concentrated effort in the development of teaching, scholarly or clinical skills, as applicable.

#### 2. Assistant Professor

Appointment at, or promotion to, the rank of assistant professor on the tenure track is based chiefly on promise as a scholar and educator. To be appointed or promoted to this level, an individual is required to have an appropriate terminal degree (e.g., MD, PhD, DO or equivalent) and typically have two or more years of postdoctoral experience. For clinical faculty, post-doctoral experience should consist, at a minimum, of specialty residency training. For basic science faculty, this experience would generally be research. The quality of the training and the candidate's record should be weighed in the evaluation of the candidate's potential. The individual should show potential for excellence in teaching and scholarly activities and a dedication to service (see [appendices](#)). At this career stage, the significance and originality of the creative efforts will be more important than their quantity.



### 3. Associate Professor

Appointment at, or promotion to, the rank of associate professor on the tenure track is based primarily on accomplishment significantly beyond that required of an assistant professor. In addition to meeting the qualifications for assistant professor, a record of sustained scholarly activities since appointment or promotion to the previous rank must be documented. Candidates must be accomplished academicians with a mastery of the fundamentals of their own field and must also have the ability to relate that knowledge to others. Teaching and mentoring should be of the highest quality and clearly documented. For clinical faculty, board certification and a local reputation of clinical excellence, as demonstrated by letters of reference, is required. Clinical faculty are expected to demonstrate excellence with relevant patient-valued quality outcomes, such as medical record documentation, peer-to-peer communication and other quality measures chosen by the clinic, institute, hospital or healthcare system and as vetted by the Division/Department. For faculty whose primary role is research, whether basic or clinical, a reputation for excellence in research among peers at this and other institutions is required. Faculty whose main function has been education, including clinical instruction, must also demonstrate excellence in scholarship. For all faculty, significant service to the Department, the College, the University, the community or one's profession should be clearly documented. Excellent performance in scholarship, teaching and service activities (see [appendices](#)) is expected for appointment or promotion to this rank.

### 4. Professor

Appointment at, or promotion to, the rank of professor on the tenure track should signify that the individual is an established figure in her or his specialty area. In addition to meeting the qualifications for associate professor, an outstanding and sustained record of scholarly activities since appointment or promotion to the previous rank is required. Examples of such outstanding scholarship in various categories of activity can be found in the [appendices](#). For those faculty whose primary area is research, a national and international reputation as an established investigator is required. Faculty whose primary function is education, including clinical instruction, must also be outstanding in at least one area of scholarship. Clinical or laboratory research programs should not only be productive, but also provide training for graduate students, postdoctoral fellows, medical students or other faculty. Teaching should be of the highest quality and clearly documented. Clinicians at this rank are expected to have an outstanding local/regional reputation and to demonstrate outstanding performance with relevant patient-valued quality outcomes, such as medical record documentation, peer-to-peer communication and other quality measures chosen by the clinic, institute, hospital or healthcare system and as vetted by the Division/Department. There should be active participation in service and outreach, both intramural and extramural, thus further serving the College, the University, the community and one's profession. Excellent performance in both teaching and service activities (see [appendices](#)) is expected.



## 5. Award of Tenure Separate from Promotion

The award of tenure with initial appointment is typically reserved for the academic appointments of high-level faculty members of UArizona College of Medicine – Phoenix (department head or higher). With sufficient justification provided by the Department, tenure may also be granted to other exceptional faculty candidates upon initial appointment at the rank of associate professor or professor. A faculty member whose initial appointment is at the rank of associate professor or professor, tenure eligible, may be considered for the award of tenure independent of other faculty action. To be awarded tenure, the candidate should provide critical contributions to the Department's teaching, scholarship and service missions. The candidate should excel in high caliber scholarly pursuits consistent with his or her academic rank and the percent effort described in the candidate's workload assignment and should epitomize the type of faculty member who will be instrumental in furthering long-term Department and College goals.

## CRITERIA FOR EVALUATION OF TENURE TRACK TEACHING, SCHOLARLY ACTIVITY AND SERVICE

The University is a seat of knowledge and its faculty should assign highest priority to the pursuit and dissemination of knowledge. The activities of UArizona College of Medicine – Phoenix faculty members can be divided into three partially overlapping categories: teaching, scholarly activities and service. No matter how a faculty member's time is divided, the overall effort must produce tangible evidence of intellectual growth and scholarship.

Much of the strength of a faculty lies in its diversity. Individual faculty members vary widely in the distribution of their effort among the above activities. At the time of a proposed promotion, it is the function of the faculty member's Department Promotion and Tenure (P&T) Committee to advise the College Promotion and Tenure (P&T) Committee of the accomplishments of the candidate relative to the Department's expectations in the areas of teaching, scholarly activities and service.

As an academician, a UArizona College of Medicine-Phoenix faculty member is expected to engage in scholarly and creative efforts. Creativity can be expressed in one's teaching, scholarly activities or service contributions. The results of such endeavors should be communicated in an appropriate manner, such that they can be utilized and evaluated by the broader biomedical community.

### 1. Guidelines for Evaluating Tenure Track Faculty Teaching

Members of the faculty must not only impart the knowledge and information needed for competent medical practice or research but must also serve as models to others in a wide range of professional settings.

These elements of medical teaching place unusual demands on some faculty members in terms of their time and energy. Therefore, substantial weight in the evaluation process must be given to teaching effectiveness. Creative activity in the design, development and implementation of



portions of the medical student, graduate student and postgraduate curricula should be recognized as a highly desirable faculty activity.

One of the primary goals of the College is the education of a diverse student population. [Appendix A](#) provides examples of typical teaching activities. Although the teaching load varies considerably from person to person, it is expected that all faculty will be active and effective teachers.

#### *Evaluation of Teaching Contributions*

Criteria used to judge teaching contributions can include, but are not limited to, the quantity of teaching effort, quality of effort, development of innovative teaching materials, extramural recognition and publications. The quantity of teaching effort should be judged by both the number of students and the number of hours taught. The quality of effort may be judged by the systematic evaluation by students, course directors and colleagues, student performance on examinations and professional accomplishments of one's trainees. Extramural recognition at local, national or international levels may be assessed by invited lectures, guest professorships, attraction of quality students, postdoctoral fellows, residents and other trainees and extramural teaching invitations. The ability to attract recognized authorities as visiting faculty, guest lecturers or sabbatical faculty should also be used to judge teaching contributions.

## 2. Guidelines for Evaluating Tenure Track Faculty Scholarly Activities

As an integral component of the University, UArizona College of Medicine – Phoenix faculty should assign high priority to the pursuit and dissemination of new knowledge. In evaluating a faculty member's contribution to scholarly activities, the Promotion and Tenure Committee must carefully consider the faculty member's commitments in teaching/clinical activities and traditional service. The extent of classical scholarly activity (publications and grants) expected of a faculty member who spends the majority of his or her time in basic or clinical research is greater than that expected from a faculty member with extensive teaching and clinical obligations. Whatever their role, all must show tangible evidence of scholarly activity, as evidenced by publication and dissemination of the results of scholarly work, thereby providing the basis for further advancement of the field. The essential attributes of scholarly activities include intrinsic creativity and may be demonstrated in various forms. Excellence must be demonstrated in one or more of the following broadly defined categories of scholarship:

- a) **Scholarship of Discovery:** Represents the interplay between development of hypotheses and discovery of new knowledge in basic, clinical and translational research (see [Appendix B](#)).
- b) **Educational Scholarship:** Represents the synthesis of facts and theories in creative formats that facilitate their understanding and use by others, and the development of creative methodologies that foster such understanding (see [Appendix C](#)).
- c) **Clinical Scholarship:** Represents the creative use of existing facts and theories in the development of new clinical applications such as treatment modalities, shaping public



policy and advancing healthcare delivery (see [Appendix D](#)). These categories and specific examples of activities in each category are described in more detail in the [appendices](#).

#### *Evaluation of Research/Scholarly Activity*

The dossier must include the following information:

- A clearly stated workload assignment that includes the percentage effort in each relevant category as developed in consultation with the Department Chair.
- A detailed curriculum vitae prepared in accordance with University of Arizona College of Medicine – Phoenix guidelines.
- Intramural and extramural letters of recommendation.
  - These letters must address issues such as productivity, national or international recognition, reputation, the degree of independence, the novelty/originality and significance of the research/scholarly activities and the quantity and quality of teaching and service activities. Both intramural and extramural referees must be provided with guidelines that clearly state the evaluation criteria for each candidate.

### 3. Guidelines for Evaluating Tenure Track Faculty Service

Evaluation of professional service should include consideration of the importance of the service in meeting College or Department goals, qualities of innovation or leadership in performing such activities, the degree of responsibility involved, duration and time required by the activity, the range and number of such activities, and the contribution to professional growth. Service activities are described in more detail in the appendices (see [Appendix E](#)). They should be documented in the curriculum vitae, and possibly by internal and external letters.





## RESEARCH SCHOLAR TRACK (CAREER TRACK/NON-TENURE ELIGIBLE)

This faculty track has been developed to recognize those faculty members whose primary contribution is to the research mission of UArizona College of Medicine – Phoenix. Research scholar track faculty must have demonstrated potential for or achieved independence and excellence in the initiation, direction and completion of research projects. In addition, research scholar track faculty may have administrative and/or teaching roles and are expected to demonstrate mentorship in the context of research. Faculty on this track are typically employed at the University of Arizona. Faculty members who are not UArizona employees can qualify for this track at the discretion of their Department Head and Department Appointment, Promotion and Tenure (AP&T) Committee if they meet all criteria for appointment and make a substantial and essential contribution which is critical to the mission of the College. A change in employment status or effort in service to the College requires review of title.

### 1. Instructor, Research Scholar

Appointment at the rank of instructor on the research scholar track is based on promise in research. To be appointed at this rank, an individual typically must hold a doctoral degree or its equivalent in professional and/or technical experience, have completed a period of postdoctoral fellowship training or other relevant experience and have demonstrated potential for excellence as an investigator. A record of publications is expected.

### 2. Assistant Professor, Research Scholar

Appointment at, or promotion to, the rank of assistant professor on the research scholar track requires the demonstration of promise for independence in research. In addition to meeting the qualifications for instructor, this would typically include a record of publication in peer-reviewed journals, the potential for or receipt of competitive fellowships or grants and regular participation in professional meetings. Mentoring by the candidate of junior research colleagues or students in the context of research programs is expected.

### 3. Associate Professor, Research Scholar

Appointment at, or promotion to, the rank of associate professor on the research scholar track requires independent and productive research with clear evidence of extramural funding, typically as a principal investigator. Faculty whose research is primarily interdisciplinary, or team research, might not be first or senior author or principle investigator on a grant but they should demonstrate unique and significant contributions to the collaborative research efforts and their exact role in the collaboration should be clearly described in addition to meeting the qualifications for assistant professor, there should be a strong and continuing record of publication in peer-reviewed journals. An associate professor on the research scholar track should have achieved a national research reputation with a record of invited national lectures, seminars, peer-reviewed journals or grant reviews. Candidates for this rank must demonstrate a substantial record of high-quality mentoring of postdoctoral fellows, junior research colleagues



or students and demonstrate excellence in UArizona College of Medicine – Phoenix educational or service activities.

#### 4. Professor, Research Scholar

Appointment at, or promotion to, professor on the research scholar track requires a nationally and internationally recognized record of excellence and accomplishment in research, in addition to meeting the qualifications for associate professor. The candidate must have a substantial record of first or senior authored publications in peer-reviewed journals and will, typically, be listed as principle investigator on major grants (e.g., federal, state, industry or foundation funding). Faculty whose research is primarily interdisciplinary, or team research, might not be first or senior author or principle investigator on a grant but they should demonstrate unique and significant contributions to the collaborative research efforts and their exact role in the collaboration should be clearly described. The candidate should have received invitations to present lectures and seminars to national and international audiences. A record of excellent research mentoring must be demonstrated. The individual should, furthermore, show evidence of significant contributions to the strength and research reputation and to the educational mission or leadership of UArizona College of Medicine – Phoenix and the University.



## CLINICAL SCHOLAR TRACK (CAREER TRACK/NON-TENURE ELIGIBLE)

This faculty track has been developed to recognize those faculty members who actively contribute to the clinical mission of UArizona College of Medicine – Phoenix or are active in clinical teaching, provide significant service and participate in scholarly activities. The definition of scholarly activity is broader for this track than for the tenure track. Faculty members on this track are typically employed at the University of Arizona or by [affiliated institutions](#). Faculty members who are not UArizona employees can qualify for this track at the discretion of their Department Head and Department Appointment, Promotion and Tenure (AP&T) Committee if they meet all criteria for appointment and make a substantial and essential contribution, which is critical to the mission of the College.

**Clinical scholar track faculty are eligible to use the [online Clinical Faculty Dossier](#).**

### 1. Instructor, Clinical Scholar

Appointment at the rank of instructor on the clinical scholar track is based on promise as a clinician and educator. Satisfactory completion of a doctoral degree is typically required. In addition, completion of at least one year of residency training, or its equivalent, in the relevant clinical field is required. This individual will be expected to have regular and direct contact with UArizona College of Medicine – Phoenix medical students, residents or fellows.

### 2. Assistant Professor, Clinical Scholar

Appointment at, or promotion to, the rank of assistant professor on the clinical scholar track requires completion of specialty residency training and demonstration of promise as both a clinician and educator, in addition to the requirements for appointment as instructor. The faculty member should possess excellent clinical skills, a documented record of teaching contributions and show promise of scholarship. Examples of teaching include ward or clinic attending, preceptorship in clinical venues, participation in small group learning and lectures, such as specialty conferences or grand rounds.

### 3. Associate Professor, Clinical Scholar

In addition to the requirements for appointment as assistant professor, appointment at, or promotion to, the rank of associate professor on the clinical scholar track requires certification in the area of specialty and evidence of an established and productive career. Such an individual should be known at the regional or national level for his or her expertise, as documented by extramural letters and a local reputation of clinical excellence as demonstrated by letters of reference is required. Clinical faculty are expected to demonstrate excellence with relevant patient-valued quality outcomes, such as medical record documentation, peer-to-peer communication and other quality measures chosen by the clinic, institute, hospital or healthcare system and as vetted by the Division/Department. In addition, individuals at this rank should have clear documentation of service, teaching contributions and scholarship at a more advanced



level than that required for assistant professor. Faculty titles from previous institutions will be taken into consideration when appointment is made to this rank.

Examples of scholarly activity include development of new courses or curricula; participation in external program reviews or on national grant review committees; participation in the creation of health policy or treatment guidelines; development of new techniques, therapies, or health care delivery systems; active participation in evaluation of effectiveness (quality, utilization, access, cost) of care provided; participation in research projects; development of health promotion programs; recognition for clinical excellence, including dissemination of clinical advancements; publication in peer-reviewed journals or invited clinical reviews. In addition to those cited for appointment or promotion as assistant professor, examples of teaching include presentations at local or regional educational or professional meetings.

Examples of service include participation in professional organizations or on College committees, leadership of departmental committees, manuscript review for journals, consulting for government agencies, advising medical students or mentoring more junior faculty.

#### 4. Professor, Clinical Scholar

In addition to the requirements for appointment or promotion to associate professor, appointment at, or promotion to, the rank of professor on the clinical scholar track should signify that the individual is an established figure in his or her field and recognized nationally as documented by extramural letters. Teaching contributions should be of the highest quality and clearly documented. In addition to a local/regional reputation for providing outstanding care, faculty at this rank are expected to demonstrate outstanding performance with relevant patient valued quality outcomes such as medical record documentation, peer-to-peer communication and other quality measures chosen by the clinic, institute, hospital or healthcare system and as vetted by the Division/Department. The faculty member should, furthermore, show evidence of significant contributions to the strength, clinical reputation, educational mission or leadership of the Department, Division or site of clinical practice. Such evidence might include leadership in Department or College committees, appointment to a position of significant responsibility within the Department or College, service on editorial boards of scholarly journals, membership in important local and national committees or invitations to speak or chair/moderate sessions at national meetings. In addition, the faculty member must demonstrate scholarly activities within the profession or within the College sufficient to have earned him or her national or international recognition. Examples of scholarly activity, in addition to those cited for the rank of associate professor, include creation of innovative approaches in teaching, practice or research. Examples of service include leadership in national professional organizations such as chairing committees or serving as an officer. Faculty titles from previous institutions will be taken into consideration when appointment is made to this rank.



## EDUCATOR SCHOLAR TRACK (CAREER TRACK/NON-TENURE ELIGIBLE)

This faculty track has been developed to recognize those faculty members whose primary duties involve the educational missions of UArizona College of Medicine – Phoenix. While promotion in this track requires scholarship, definitions of that scholarship are broad, including such activities as program development, participation in national organizations, educational research, and development of educational tools. Faculty on this track are typically employed at the University of Arizona. Faculty members who are not UArizona employees can qualify for this track at the discretion of their Department Head and Department Appointment, Promotion and Tenure (AP&T) Committee if they meet all criteria for appointment and make a substantial and essential contribution which is critical to the mission of the College. A change in employment status or effort in service to the College requires review of title.

### 1. Instructor, Educator Scholar

Appointment at the rank of instructor on the educator scholar track is based on promise as an educator and on a commitment made by an individual to devote time and talent to scholarly activities. Satisfactory completion of a doctoral degree (or other relevant terminal degree) is typically required. This individual is expected to have regular and direct contact with UArizona undergraduate, graduate or medical students.

### 2. Assistant Professor, Educator Scholar

In addition to the requirements for appointment as instructor, appointment at, or promotion to, the rank of assistant professor on the educator scholar track is based chiefly on promise as an educator. Appointment at this rank typically requires two or more years of postdoctoral or other relevant experience. The individual should possess documented excellent teaching skills comparable to those of tenure-track faculty (see [Appendix A](#)) and show promise of scholarship. An assistant professor is also expected to be involved in service activities.

### 3. Associate Professor, Educator Scholar

In addition to the requirements for appointment as assistant professor, appointment at, or promotion to, the rank of associate professor on the educator scholar track typically requires evidence of an established and productive career. These individuals should be known at the regional or national level for their educational accomplishments, as documented by extramural letters. In addition, individuals at this rank should have clear documentation of service and scholarship at a more advanced level than that required for assistant professor. Examples of scholarship include participation in the development of courses or instructional materials, participation in faculty development activities and participation in regional or national meetings of professional education societies. Clinical faculty at this rank should have a local reputation of clinical excellence as demonstrated by letters of reference. They are expected to demonstrate excellence with relevant patient-valued quality outcomes, such as medical record documentation, peer-to-peer communication and other quality measures chosen by the clinic,



institute, hospital or healthcare system and as vetted by the Division/Department. Faculty titles from previous institutions may be taken into consideration when appointment is made to this rank.

4. Professor, Educator Scholar

In addition to the requirements for appointment as associate professor, appointment at, or promotion to, the rank of professor on the educator scholar track should signify that the individual is an established figure in his or her field and recognized nationally for his or her educational accomplishments as documented by extramural letters. Teaching contributions should be of the highest quality and clearly documented. Clinicians at this rank are expected to have an outstanding local/regional reputation and to demonstrate outstanding performance with relevant patient-valued quality outcomes, such as medical record documentation, peer-to-peer communication and other quality measures chosen by the clinic, institute, hospital or healthcare system and as vetted by the Division/Department. The individual should, furthermore, show evidence of significant contributions to the strength, reputation, educational mission or leadership of the Department. In addition, these individuals must demonstrate scholarly activities within their field or within the College sufficient to have earned national or international recognition. Examples of scholarship include teaching awards, development of courses and instructional materials, presentation of faculty development programs and participation in research on the efficacy of teaching methods, materials, courses and curricula.



## MODIFIED TITLE SERIES

### CLINICAL SERIES TRACK (CAREER TRACK- NON-TENURE ELIGIBLE)

This faculty track has been developed to recognize the many physicians, whether they are employed by UArizona, [affiliated institutions](#) or in private practice, who focus on clinical practice and who contribute to the training of University of Arizona medical students, residents or fellows. While clinical expertise and bedside teaching are the major skills being nurtured and promoted within this academic series, other related accomplishments contribute to meeting the requirements for promotion. These include excellence with relevant patient-valued quality outcomes, innovations in care delivery, program development or enhancement, service on clinical operations and quality committees and other activities as detailed in the [appendices](#). Faculty titles from previous institutions will be taken into consideration for determination of rank upon appointment.

**Clinical series track faculty are eligible to use the [online Clinical Faculty Dossier](#).**

#### 1. Clinical Instructor, Clinical Series

Appointment at, or promotion to, the rank of clinical instructor is based on promise as a clinician and educator. Satisfactory completion of a doctoral degree is typically required. In addition, completion of at least one year of residency, or its equivalent, in the relevant clinical field is required. The faculty member is expected to have regular and direct contact with UArizona College of Medicine – Phoenix medical students, residents or fellows. The Division/Department may determine minimum requirement for direct contact time. Examples of regular and direct contact include ward or clinic attending, preceptorship in clinical venues or didactic teaching.

#### 2. Clinical Assistant Professor, Clinical Series

In addition to the requirements for appointment as clinical instructor, appointment at, or promotion to, the rank of clinical assistant professor requires completion of specialty residency training and demonstration of promise as both a clinician and teacher. This individual is expected to have direct teaching contact with UArizona College of Medicine – Phoenix medical students, residents or fellows. The Division/Department may determine minimum requirement for direct contact time. Examples of teaching include ward or clinic attending, preceptorship in clinical venues and giving lectures (e.g., grand rounds). In addition, the faculty member should demonstrate activity in scholarly endeavors or service activities within the profession or in the College. Examples of scholarly activities include publications, educational program development, or presentations at educational meetings. Examples of service activity include participation in professional organizations, membership on College committees or advising medical students.

#### 3. Clinical Associate Professor, Clinical Series

In addition to the requirements for appointment as clinical assistant professor, appointment at, or promotion to, the rank of clinical associate professor requires board certification and a local



reputation of clinical excellence as demonstrated by letters of reference. This individual is expected to demonstrate excellence with relevant patient-valued quality outcomes such as timely medical record completion, peer-to-peer communication and other quality measures chosen by the clinic, institute, hospital or healthcare system and as vetted by the Division/Department. The faculty member may also participate in program development and enhancement, collaboration with clinical research and other scholarly work, clinical mentoring and advising or development of educational tools related to clinical care. The individual is expected to have a direct teaching contact with UArizona College of Medicine – Phoenix medical students, residents or fellows. Examples of teaching contact include ward or clinic attending, preceptorship in clinical venues and didactic teaching. In addition, this individual must demonstrate excellence within the profession or within the College in the areas of scholarly activity **and** service or be exemplary in either scholarly activity or service. Examples of scholarly activity include development of clinical policies or guidelines, publications, educational program development and educational presentations to local, regional or national organizations. Examples of service include participation in clinical operations and quality committees, membership in professional organizations, membership on hospital, healthcare system or College committees, mentoring junior faculty physicians or advising medical students. Length of educational contribution (e.g., previous academic appointment at other institutions, participation in research institutes), quality of teaching (e.g., student or peer evaluation, presentation at continuing medical education (CME), formal grand rounds programs or other relevant activities) and service activity will be utilized in assessing the individual for appointment at or promotion to this rank.

#### 4. Clinical Professor, Clinical Series

In addition to the requirements for appointment as clinical associate professor, appointment at, or promotion to, the rank of clinical professor requires outstanding performance as a clinician with a local and regional reputation of the same. This individual is expected to demonstrate outstanding performance with relevant patient-valued quality outcomes such as timely medical record completion, peer-to-peer communication and other quality measures chosen by the clinic, institute, hospital or healthcare system and as vetted by the Division/Department. The faculty member should also participate in program development and enhancement, collaboration with clinical research and other scholarly work, clinical mentoring and advising or development of educational tools related to clinical care. The rank of clinical professor also requires of exemplary scholarly **and** service activities within the profession or within the College. Examples of scholarly activity include clinical policies and guidelines, publications, educational program development or educational talks at regional, national or international meetings. Examples of service include leadership in professional organizations, College, hospital or healthcare system committees and mentoring of junior faculty physicians or advising medical students. Length of educational contribution (e.g., previous academic appointment at other institutions, participation in research institutes), quality of teaching (e.g., student or peer evaluation, presentation at continuing medical education (CME) or formal grand rounds programs) and service activity will be utilized in assessing the individual for appointment at or promotion to this rank.





## RESEARCH SERIES TRACK (CAREER TRACK- NON-TENURE ELIGIBLE)

This faculty track has been developed to recognize those faculty members, employed by independent research institutes or other scientific institutions, whose primary contribution is to the research mission of UArizona College of Medicine – Phoenix through collaborative research with other College faculty members. Education and service, as it relates to the research mission, may also be expected. Research series track faculty actively contribute to the research mission of the College and are expected to demonstrate mentorship in the context of research. Research series track faculty must have achieved or demonstrated potential for excellence in the initiation, direction and conduct of clinical, translational or biomedical research projects. This series is also open to faculty members who are employees of the University of Arizona.

### 1. Research Instructor, Research Series

Appointment at the rank of research instructor is based on promise in research. To be appointed at this rank, an individual typically must hold a doctoral degree or its equivalent in professional or technical experience, have completed a period of postdoctoral fellowship or other relevant experience and have demonstrated potential for excellence as an investigator. A record of publications is expected.

### 2. Research Assistant Professor, Research Series

Appointment at, or promotion to, the rank of research assistant professor requires the demonstration of promise for independence in research. In addition to meeting the qualifications for research instructor, this would typically include a continuing record of publication in peer-reviewed journals, the potential for or receipt of competitive fellowships or grants and regular participation in professional meetings. Mentoring by the candidate of junior colleagues or students in the context of research is expected.

### 3. Research Associate Professor, Research Series

Appointment at, or promotion to, the rank of research associate professor requires excellence in scholarship and productive research or with unique and sustained contributions to collaborative research efforts. There should be a strong record of publication in peer-reviewed journals and evidence that this level of accomplishment will continue. A research associate professor should have achieved a national reputation, in addition to meeting the qualifications for research assistant professor. Candidates at this rank must demonstrate a substantial record of high-quality mentoring of students, postdoctoral fellows or junior research colleagues.

### 4. Research Professor, Research Series

Appointment or promotion to research professor requires a nationally and internationally recognized record of excellence and accomplishment in research scholarship, in addition to meeting the qualifications for research associate professor. The candidate must have a



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substantial record of first or senior author publications in peer-reviewed journals, have typically appeared as principal investigator on major grants (e.g., federal, state, industry or foundation) at other institutions or demonstrate unique and significant contributions to collaborative research efforts, have been invited to present lectures and seminars to national and international audiences and be active in editorial and peer-review activities. A record of excellent research mentoring, supervising and research-related teaching must be demonstrated. The individual should, furthermore, show evidence of significant contributions to the research reputation of the College.

## LECTURER SERIES TRACK (CAREER TRACK/NON-TENURE ELIGIBLE)

This faculty track has been developed to recognize those faculty members employed by the University of Arizona whose duties involve primarily the undergraduate (BS degree) and graduate (MS and PhD) educational missions of the UArizona College of Medicine – Phoenix. While promotion in this track requires scholarship, definitions of that scholarship are broad, including such activities as program development, participation in national organizations, educational research and development of educational tools. Appointments may be on a full-time or part-time basis. Designated Campus Colleague (DCC) faculty may also be eligible for faculty title in this track.

### 1. Lecturer, Lecturer Series

Appointment at the rank of lecturer is based on promise as an educator and on a commitment made by an individual to devote time and talent to scholarly activities. Satisfactory completion of a doctoral degree in the relevant field is typically required. This individual is expected to have regular and direct contact with UArizona undergraduate and graduate students and potentially UArizona College of Medicine – Phoenix medical students.

### 2. Senior Lecturer, Lecturer Series

In addition to the requirements for appointment as lecturer, appointment at, or promotion to, the rank of senior lecturer is based chiefly on quality and extent of teaching experience and contributions beyond the classroom. Appointment at this rank will typically require five or more years of teaching experience. The individual should possess documented excellent teaching skills comparable to those of tenure-track faculty (favorable to outstanding evaluations by students, peers and junior faculty mentored by the candidate) and show evidence and continuing promise of scholarship. Appointments are typically for more than one year, not to exceed three years. Appointment at this rank may be renewed indefinitely, for up to three years each time, except that all reappointments for longer than one year require approval of the Provost.

#### *Criteria of evaluation:*

- i. Candidate should excel in teaching as evidenced by UArizona teacher/course evaluations, peer evaluations, awards or letters.
- ii. Candidate should have substantial experience in and knowledge of teaching programs in which he or she participates; typically, five or more years is required.
- iii. Candidate will contribute to and participate in the mission of the Department beyond classroom teaching. Such contributions could include, but are not limited to, the following: development of new courses; exploration of innovative teaching techniques; advising independent study and honors theses; mentoring students regarding careers, science and academic life; participating in research; publishing and presenting in science or education venues; participating in Department, University or national committees; sponsoring academic clubs, activities or workshops; acquiring funds for science, educational or outreach activities.



## PROFESSOR OF PRACTICE SERIES (CAREER TRACK/NON-TENURE ELIGIBLE)

The professor of practice in medicine title series recognizes a non-tenure eligible faculty member who has established himself or herself by expertise, achievements and reputation over a sustained period of time to be a distinguished professional in an area of practice or discipline. This non-tenure eligible faculty track has been developed to recognize the many practitioners and clinical educators employed outside of the University of Arizona College of Medicine – Phoenix who contribute to the training of UArizona College of Medicine – Phoenix medical students, residents or fellows. Individuals who hold professors of practice titles are typically unpaid, but may receive certain non-compensation amenities, as contemplated by Arizona Board of Regents Policy Manual 6-201(C)(23).

Professor of practice in medicine titles may be used for educators who are practitioners and who may not meet the requirements for other faculty members in the College (e.g., tenure/tenure-eligible, clinical scholar, educator scholar) or those who hold modified faculty titles (e.g., clinical series, research series), all of which require an MD, PhD or DO degree.

Ordinarily professor of practice in medicine titles are reserved for affiliate or associate faculty whose responsibilities consist of instruction or supervision of professional practice activities within the College. While teaching is the major activity within this academic series, other related accomplishments, such as program development, committee service, clinical research, scholarly work, advising or development of educational tools contribute to meeting the requirements for initial title or promotion. In addition, the following UArizona College of Medicine – Phoenix guidelines will apply when awarding titles in the professor of practice in medicine series:

- Initial professor of practice titles will be considered for qualification and award of title upon the recommendation of a department or unit administrator and the dean.
- Maintenance or withdrawal of all professor of practice titles will be at the discretion of the department or unit administrator and the dean in consultation with the Department faculty.
- Professor of practice title holders must demonstrate a high level of success in academic or professional instruction or supervision.

The dean will make final decisions regarding award of titles or promotion within this series and will notify the candidate of such decisions. The dean's decision regarding promotion is final and not subject to review.

Specific qualifications for individuals being considered for or holding professor of practice titles within each rank are as follows:

1. Assistant Professor of Practice, Professor of Practice

Completion of a terminal degree in the candidate's discipline or equivalent professional experience is required. Units within the College will work with the dean's office to define equivalent professional experience. An individual being considered for an assistant professor of



practice title should have demonstrated success in academic or professional instruction and show potential to contribute to the advancement of learning in the field. Examples of teaching include ward or clinic attending, preceptorship in clinical venues, scholarly project mentorship, doctoring and didactic teaching. An individual being considered for an assistant professor of practice title should demonstrate activity in scholarly endeavors or service activities within his or her profession or in the College. Examples of scholarly activities include publications, educational program development or presentations at educational meetings. Examples of service activity include participation in professional organizations, membership on College committees or advising medical students.

## 2. Associate Professor of Practice, Professor of Practice

In addition to the requirements for an initial award of an assistant professor of practice title or promotion to the level of associate professor of practice, such individuals should demonstrate accomplishment within the profession, within the College, at another institution or in his or her own profession or institution in the areas of teaching, scholarly activity and service. Examples of teaching include ward or clinic attending, preceptorship in clinical venues, scholarly project mentorship, doctoring or didactic teaching. An associate professor of practice should have earned community-wide recognition as a practitioner, educator or scholar. Examples of scholarly activity include publications, educational program development and educational presentations to state or national organizations. Examples of service include participation in his or her profession or institution, professional organizations, membership on College committees or advising medical students.

## 3. Professor of Practice, Professor of Practice

In addition to the requirements for an initial award of an associate professor of practice title or promotion to the level of professor of practice requires six years time in rank at the level of associate professor at UArizona College of Medicine – Phoenix. Individuals holding professor of practice titles should demonstrate accomplishment within the profession or within the College in the areas of teaching, scholarly activity and service. Professors of practice should have earned community-wide/local, national or international recognition. Examples of scholarly activity include publications, educational program development or educational talks at regional, national or international meetings. Examples of service include leadership in professional organizations, College committees or advising medical students. Length of educational contribution (e.g., previous academic appointment at other institutions, participation in research institutes), quality of teaching (e.g., student or peer evaluation, presentation at continuing medical education (CME) or formal grand rounds programs) and service activity (e.g., committee participation or leadership, professional organization leadership) will be utilized in assessing the individual for initial title or promotion to this level.

**Note:** For all titles - faculty titles from previous institutions will be taken into consideration at time an initial award of professor of practice title is made.

## SPECIALTY INSTRUCTOR

### ***Guidelines for Awarding the Title of Specialty Instructor at UArizona Colleges of Medicine – Phoenix and Tucson***

The specialty instructor title has been developed to recognize non-physician healthcare providers or educators who contribute to the training of the University of Arizona medical students, residents or fellows. Individuals on this track add value to the tripartite mission of the University of Arizona Colleges of Medicine by enhancing the academic learning environment and adding to the College educational programs through their specific specialty. Individuals of this title are expected to provide outstanding instruction and have regular and direct contact with UArizona College of Medicine – Phoenix or Tucson medical students, residents or fellows. Examples of regular and direct contact include ward or clinic precepting, preceptorship in other clinical venues or didactic teaching.

Individuals who hold the specialty instructor title are not typically employed by the University of Arizona. They may receive certain non-compensation amenities from the University as defined by the applicable policy.

The following guidelines will apply when awarding the specialty instructor title at all UArizona College of Medicine campuses:

- Department chairs or their designees recommend non-physician healthcare providers or educators (e.g., nurse practitioners, midwives, pharmacists, CRNAs, social workers, simulation instructors, etc.) to the dean for award of the specialty instructor title. The recommendation will include the candidate's specialty, reasons why their contribution of training students, residents or fellows is needed, and how the individual will provide the training. A letter of reference, addressing the individual's excellence in their specialty and instruction ability is required.
- Determination of whether an individual continues to hold a specialty instructor title will be at the discretion of the Department head or the dean.
- This is a stand-alone, non-ranked faculty title.
- Specialty instructors are considered associate Designated Campus Colleagues (DCC) with the University of Arizona. Individuals holding these titles are non-voting members of the volunteer faculty at the UArizona College of Medicine – Phoenix and College of Medicine – Tucson. The Arizona Board of Regents (ABOR) and University policies regarding volunteer faculty will be applicable to individuals holding specialty instructor titles.

The dean will make final decisions regarding award of the specialty instructor title and will notify the candidate of such decisions.



Specific qualifications for individuals being considered for or holding the specialty instructor title are as follows:

- Must hold the specific specialty degree, certification or possess equivalent professional experience which allows the individual to practice in their field. Sponsoring Departments or designated units will work with the dean's office to define equivalent professional experience.

If a license is required to provide healthcare services, the individual must maintain such license in good standing and notify the College of any changes.



## FACULTY PHYSICIAN, B-UMCP

The faculty physician title has been developed to recognize the physicians and medical staff who are engaged in the delivery of patient care services through Banner – University Medicine Group (B-UMG), i.e., Banner – University Medical Center Phoenix (B-UMCP), Banner – University Medical Center Tucson (B-UMCT) and Banner – University Medical Center South (B-UMCS), and who provide services that are complementary to existing dedicated clinical, educational or research programs. Individuals on this track add value to the tripartite mission of the University of Arizona Colleges of Medicine by delivering direct patient care in an academic setting, providing patients and services for College educational programs, recruiting patients into clinical studies or creating innovative programs which improve the quality of patient care. Clinicians on this track are expected to provide outstanding clinical care.

Individuals who hold the faculty physician title are not employed by the University of Arizona but may receive certain non-compensation amenities from the University as defined by applicable policy.

The following guidelines will apply when awarding the faculty physician title at all UArizona College of Medicine campuses:

- Department chairs or their designees recommend clinicians to the dean for award of the faculty physician title.
- Determination of whether an individual continues to hold a faculty physician title will be at the discretion of the Department head or the dean.
- This is a stand-alone, non-ranked faculty title.
- Contributions to the educational or research missions of the University of Arizona Colleges of Medicine, may qualify a faculty physician for a title in a modified or unmodified faculty title series.
- Faculty physicians are considered associate Designated Campus Colleagues (DCC) with the University of Arizona. Individuals holding these titles are non-voting members of the volunteer faculty at UArizona College of Medicine – Phoenix and College of Medicine – Tucson. Arizona Board of Regents (ABOR) and University policies regarding volunteer faculty will be applicable to individuals holding faculty physician titles.

The dean will make final decisions regarding award of the faculty physician title and will notify the candidate of such decisions.

Specific qualifications for individuals being considered for or holding the faculty physician title are as follows:

1. Must be a member of medical staff at a Banner – University Medicine Group (B-UMG) campus. Faculty physicians title will terminate simultaneously with the termination of B-UMG privileges.





2. Not actively engaged in undergraduate or graduate medical education or research missions to the extent that would qualify him or her for unmodified or modified series faculty titles with either UArizona College of Medicine – Phoenix or College of Medicine – Tucson.
3. Must have completed a terminal degree in the candidate's discipline or possess equivalent professional experience. Units will work with the dean's office to define equivalent professional experience.
4. Must be certified by a member board of the American Board of Medical Specialties (ABMS), or equivalent, or qualified for board certification, as outlined in the Banner physician contract and Banner Medical Staff Bylaws.
5. Must have an unrestricted license to practice medicine or related discipline in the State of Arizona and maintain such license in good standing.

Approved by the faculty October 22, 2015



## APPENDICES

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## Appendix A: Teaching Activities

These items are examples and not intended to be all-inclusive.

- Lecturing, facilitating small groups, instructing in laboratories and other forms of participation in formal courses for medical and graduate students.
- Directing formal courses for medical and graduate students. Supervision of graduate student and postdoctoral research programs. Teaching and supervising sabbatical faculty.
- Mentoring of junior faculty and peers.
- Clinical teaching of medical students, residents or fellows.
- Participation in continuing medical education (CME) programs.
- Development of teaching materials (in print or electronic). Development of courses and curricula.
- Education for the public at large.
- Education of undergraduate students.

<b>Excellent</b> (associate professor)	<b>Outstanding</b> (professor)
Favorable evaluations by students or residents, as part of a systematic evaluation program.	Outstanding evaluations by students or residents, as part of a systematic evaluation program.
Favorable evaluations by peers, as part of a systematic evaluation program.	Outstanding evaluations by peers, as part of a systematic evaluation program.
Favorable evaluations of courses and curricula, as part of a systematic evaluation program.	Outstanding evaluations of courses and curricula, as part of a systematic evaluation program.
Favorable performance data for students or residents, where these can be attributed largely to the individual faculty member.	Outstanding performance data for students or residents, where these can be attributed largely to the individual faculty member.
Educational presentations or workshops at meetings of national or international professional societies.	Leadership role in educational activities of national or international professional societies.
Favorable evaluation by faculty mentored by the candidate.	Teaching awards from students or peers.
	Publication of teaching materials in peer-reviewed repositories.
	National or international use of teaching materials.
	Visiting professorships.



## Appendix B: Scholarship of Discovery

The scholarship of discovery represents the interplay between development of hypotheses and discovery of new facts (e.g., basic, clinical and translational research).

These items are examples and not intended to be all-inclusive.

<b>Excellent</b> (associate professor)	<b>Outstanding</b> (professor)
Publication of articles in professional journals appropriate to the field of endeavor. Greater significance will be attributed to first or senior authored papers in peer-reviewed journals and significant contributions to team or interdisciplinary research in which the role is clearly described.	A substantial record of peer-reviewed first or senior authored publications or middle author in interdisciplinary research that demonstrate evidence of originality as an investigator.
Publication of books, monographs or manuals on paper or in electronic media that are widely disseminated, evaluated by peers and advance the field of endeavor.	A senior leadership role demonstrating superior competence and outstanding productivity on research projects.
Award of extramural support commensurate with the area of interest.	Consistent extramural support for an established research program.
Demonstration of a sustained leadership role in an independent research program (e.g., research program leader or laboratory/clinic director).	Service on national advisory councils or boards, editorship of journals, leadership of national or international study sections, consensus panels, etc.
Evidence for a principal role in management or support of a collaborative research program (e.g., letters from program leader or members of the research program).	Leadership of multi-institutional collaborative research projects.
Invited presentations of original scientific data at major national or international meetings or at major institutions or research organizations.	
Development or award of patents for discoveries in the candidate's field.	
Leadership or organization of peer-reviewed clinical trials as documented by program reviews or letters.	
Service on study sections (or scientific peer review groups), consensus panels, etc.	
Leadership of national meetings or workshops.	
Service on editorial boards of journals.	
A national or international reputation as evidenced by external letters of reference.	



## Appendix C: Educational Scholarship

Educational scholarship represents the synthesis of facts and theories in creative formats that facilitate their understanding and use by others and the development of creative methodologies that foster such understanding.

These items are examples and not intended to be all inclusive.

<b>Excellent</b> (associate professor)	<b>Outstanding</b> (professor)
College-level teaching awards from peers.	National or international teaching awards.
Publication of teaching materials in peer-reviewed repositories or journals.	National or international use of teaching materials.
Development of teaching materials or curricular approaches that are adopted by other institutions.	Widespread impact of instructional, curricular, or learning assessment approaches.
Publication of research on education and learning assessment in peer-reviewed journals.	Sustained, peer-reviewed program of research on education and learning assessment.
Presentation of research on education and learning assessment at national or international meetings.	Competitive external funding of research program on education and learning assessment.
Research on the efficacy of creative new teaching materials, courses and curricula.	Leadership role in national or international health sciences education professional societies.
Writing reviews on aspects of health sciences education	
Writing reviews or textbooks on content areas in health sciences education.	
Competitive local funding of educational research and development programs.	



## Appendix D: Clinical Scholarship

Any activities relevant to the conceptualization, evaluation, improvement or delivery of clinical care that are innovative, widely disseminated and promote advancement in the field are considered clinical scholarship.

These items are examples and not intended to be all-inclusive.

<b>Excellent</b> (associate professor)	<b>Outstanding</b> (professor)
Publication of peer reviewed articles in professional journals relevant to the clinical field of practice.	A substantial record of peer-reviewed first or senior authored publications that demonstrate evidence of mastery in the field.
Publication of books, monographs or manuals on widely disseminated media.	A senior leadership role demonstrating superior competence and outstanding productivity on clinical projects.
Invited audiovisual or poster presentations for clinical reviews or dissemination of innovative techniques at local clinically relevant venues.	Invited clinical review presentations or reports of experience with innovative techniques at major national or international professional meetings or at major institutions.
Development or award of patents for discoveries in the candidate's clinical field.	Leadership and organization of continuous medical education and other clinical review meetings.
Initiation or organization of investigator initiated clinical trials.	Service on national advisory councils or boards or editorship of journals in clinical areas.
Service on study sections or scientific peer review groups relevant to clinical field.	Leadership of national or international study sections, consensus panels, etc.
Abstracts from contributions at national meetings or workshops.	Leadership of multi-institutional collaborative clinical studies.
Site-leader for multi-institutional collaborative clinical studies.	Consistent extramural support for an established research program
Award of extramural support for work in clinical area of interest.	
Service on editorial boards or consistent contributions as ad-hoc reviewer for clinical journals.	



## Appendix E: Academic and Administrative Service

The following examples are broadly defined as to encompass evaluation of both clinical and other academic services.

These items are examples and not intended to be all-inclusive:

<b>Excellent</b> (associate professor)	<b>Outstanding</b> (professor)
Participates in mentoring of trainees and junior colleagues.	Formal primary mentoring of faculty and trainees.
Committee membership within the Department or College.	Committee membership at the University level.
Membership on health organization or hospital committees.	Task force membership at the University level.
Task force membership.	Major leadership role within a committee or task force
Thesis committee membership.	Appointment to position of significant responsibility within the Department, College or University.
Student or faculty advisor or mentor.	Editorial board of professional or scientific journals.
Individual grant reviewer or local grant review committee.	Federal or national study section or grant review committee, leadership role in dealing with health issues at regional, national or international levels.
Lectures to the lay public.	Leadership role in national or international professional organization.
Media presentations or interviews.	Membership on certification, licensure or specialty boards.
Participation in health care planning programs.	Leadership role on health organization or hospital committees.
Work with governmental agencies or legislature.	Session chair or moderator at national or international meetings.
Leadership role in dealing with health issues at local level.	
Board membership on health-related organizations or agencies.	
Officer in local professional organization.	
Participation in public education and advocacy activities.	
Participation in clinical operations and quality committee service.	



## Appendix F: Clinical Service

Any activities that reflect the demonstration of outstanding performance in clinical care as measured by relevant patient-valued quality outcomes are considered clinical service. Demonstration of excellent/outstanding performance is expected of faculty with clinical care responsibilities regardless of the relative amount of this effort.

These items are examples and not intended to be all inclusive.

<b>Excellent</b> (associate professor)	<b>Outstanding</b> (professor)
Department or interdepartmental recognition of excellence in clinical skills by peers.	Recognition of mastery of clinical skills by: <ul style="list-style-type: none"> <li>• Becoming a regional source of referral for expert opinion.</li> <li>• Invitations to participate in practice guideline committees, external program reviews.</li> <li>• Invitations to consult with government, insurance or drug agencies.</li> </ul>
Collaboration in clinical innovation, clinical research projects or other scholarly work related directly to clinical care.	
Development of evidence-based guidelines.	
Development of educational tools related to clinical care.	Creatively revises and improves quality assurance or risk management procedures.
Program development or enhancement.	Recipient of awards for outstanding patient care delivery.
Consistently favorable reports on quality assurance or risk management assessments.	Development of new techniques, therapies or health care delivery systems that have improved the health of the population served.
Consistently favorable reports in patient satisfaction assessments collected by the institution.	
Excellence in patient-related quality outcomes as defined by the practitioner's institution.	
Creative, active participation in the evaluation of the effectiveness (quality, utilization, access and cost) of the care being provided.	
Evidence that a unique clinical service is provided.	
Clinical mentoring and advising of medical students and residents.	





## Appendix G: Scholarship of Engagement

The University takes an inclusive view of scholarship in the recognition that knowledge is acquired and advanced through discovery, integration, application, and teaching. The Scholarship of Engagement recognizes integrative and applied forms of scholarship that involve cross-cutting collaborations with community partners, broadly defined to include audiences external to the University. It engages faculty in academically relevant work which simultaneously meets campus missions and goals as well as community needs.

This type of scholarship puts the academic resources of the university to work in solving pressing public problems, thereby contributing to the public good

These items are examples and not intended to be all-inclusive.

<b>Excellent</b> (associate professor)	<b>Outstanding</b> (professor)
Development of programs that impact health or wellbeing of a group or community.	Scholarly reports for government agencies or nongovernmental organizations such as the Institute of Medicine.
Development of courses that provide training for faculty, students or the lay public.	Congressional and other types of testimony that brings University-based knowledge to issues related to health.
Creation of programs that respond to unmet clinical and other service needs while providing opportunity for training.	Non-peer reviewed books or chapters that become reference materials for academic courses.
Creation of health-related programs that are made available to or generated in collaboration with the community.	Administrative roles that are generative in fostering education, research or funding for research.
Contributions of scholarly expertise at the request of non-university audiences on an ad hoc or ongoing basis.	Adoption of program materials by other institutions or groups.
Development of scholarly resources for the general public that are accessible through print, radio, television or web media.	Conducting of public policy analysis for local, state, national or international governmental agencies and for non-governmental agencies.
Activities that make research understandable and usable in specific professional and applied settings (e.g., technology transfer activities or development of community-based resources).	Leadership in bringing diverse stakeholders together to create and implement policies and practices based on scholarship.
Test concepts and processes in real-world situations.	Producing policy documents directed towards service providers, policy makers or legislators.
Evaluate programs, policies or personnel for agencies using existing evaluation instruments or developing new ones.	
Publishing research results or teaching innovations in peer-reviewed journals, practitioner journals or professional journals.	
Poster and podium presentations accepted at state, regional or national conferences.	



Publishing in periodicals or newspapers read by community members.

Disseminating information through other media used by community members, practitioners or policy makers (e.g., radio, newsletters, podcasts, etc.)

Utilizing video, computer or distance programs that reach community.

Presenting at community events.

Co-authoring any of the above with community partners.