

Research Track Formal Reappointment and Promotion Criteria

The missions of the University of Utah School of Medicine include Investigation, Education, and Clinical Practice Advancement, which are supported by Administration / Service. These four “areas of accomplishment” are defined below for the purpose of formal faculty reviews in the School of Medicine. Research track faculty members are expected to demonstrate excellence in Investigation. Effectiveness in the other areas is not required but strengthens the file. The differences between “excellence” and “effectiveness” work lie in scale, outcome, and impact. In general, effectiveness represents work that has impact within the division, department, or institution; excellence represents work that has impact outside of the division, department, or institution. Excellence in investigation specifically requires scholarship and dissemination outside the institution.

Areas of Accomplishment:

Investigation

Investigation involves efforts by the faculty member that generate or advance creation or development of new knowledge. These could include such activities as bench research, clinical trials, quality improvement, and evaluation of educational efforts. Team science, clinical care, collaboration, technology commercialization, education, community engagement, advocacy, inclusion, sustainability, web-based dissemination, administration / service, and global health can all be areas for effective and excellent investigation.

Excellence in Investigation requires scholarship, as defined by durable dissemination outside the institution and cumulative impact. Scholarship, dissemination, and impact could include authorship on peer-reviewed original articles; peer-reviewed, durable workshops; dissemination of innovation through commercialization that leads to improvements in patient care or outcome; or other metrics that demonstrate durable dissemination and impact. Glassick’s criteria for scholarship must be met for work to be considered scholarship.

Team science and collaboration are explicitly valued. Excellence in team science is defined by individual excellence and unique contributions in collaborative work, based on evidence provided in the self-assessment, in external evaluations, and evaluations by collaborators. Highly collaborative faculty who are capable of forging new collaborations as specific programs evolve and are supplanted merit promotion. Evidence of such success could include collaborations with multiple other investigators and expertise pertinent to multiple potential areas of investigation.

External funding is evidence of impact, dissemination, and a national reputation, but it is not an absolute requirement for promotion. As a measure of the ability to sustain excellence, individual departments can define external funding as a required component of excellence.

Investigation without participation in scholarship and external dissemination by the individual faculty member cannot qualify as excellence.

Education

Education is defined broadly to include dissemination of knowledge, skills, and attitudes to trainees, faculty members, clinicians, staff, colleagues, patients, and the public within or external to the institution. Education includes teaching activities; learner assessment; curriculum development; mentoring, advising, and supervising; and educational leadership and administration. Curriculum development may be considered both scholarship and educational activity. Educational leadership may be considered both administration and educational activity.

Excellence in Education requires participation in education at an administrative, development, scholarly, or investigational level with involvement outside the division / department for promotion to Research Associate Professor, and outside the institution for promotion to Research Professor. Involvement could be evidenced by service on curriculum committees, dissemination of curricula or teaching methods, or presentations on educational topics, or curricular development.

Effectiveness in Education requires active participation in at least one area of education, ongoing commitment to improving educational skills, and positive assessments.

Clinical Practice Advancement (usually not applicable in the Research Track)

Clinical Practice Advancement is defined broadly to include direct patient care; development of algorithms, care process models, protocols or templates; decision support tools to improve patient care; participation in quality improvement projects or programs; and oversight of patient care. Quality improvement projects and development of protocols may be considered both Clinical Practice Advancement and application scholarship.

Excellence in Clinical Practice Advancement requires participation in Clinical Practice Advancement at an administrative, development, scholarly, or investigational level with involvement outside the division / department for promotion to Research Associate Professor and outside the institution for promotion to Research Professor. Involvement could be evidenced by service on a clinical guidelines committee, service on a professional society committee, dissemination of quality improvement projects, or presentations on clinical topics. Excellence may include efforts to improve the quality of care or clinical education.

Effectiveness includes provision of high quality care, participation in quality improvement projects, and ongoing commitment to maintaining and improving clinical skills.

Administration / Service in Support of Missions

Administration includes leadership and work within and outside the institution on committees; participation in organizational efforts to meet strategic goals; and program or unit leadership. Service includes leadership and work within and outside the institution as part of inclusion, sustainability, outreach, and other service efforts. Administration / service will often overlap with Clinical Practice Advancement, Investigation, scholarship, and Education.

Excellence in Administration/ Service requires substantial administrative and / or service effort and impact, generally in a leadership role with involvement outside the division / department for promotion to Associate Professor, and outside the institution for promotion to Professor. Involvement could be evidenced by service on committees related to Administration / Service, presentations related to Administration / Service, or dissemination of Administrative / Service innovation. Developmental, scholarly, and / or investigational contributions are evidence of excellence.

Effectiveness in Administration/ Service requires competent participation in administrative / service roles.

Criteria, Evidence, and Standards for Review:

Promotion

- 1. Promotion to Research Assistant Professor.** It is expected that the individual will demonstrate the potential and commitment to develop excellence in Investigation.
- 2. Promotion to Research Associate Professor.** It is expected that the candidate will demonstrate a cumulative record of excellence in Investigation as defined in above. Effective contributions in the areas of Education, Administration / Service, and, occasionally, Clinical Practice Advancement are encouraged but not required and add strength to the faculty member's file. The candidate's combined record must demonstrate overall excellence in contributions to the missions of the department and institution.
- 3. Promotion to Research Professor.** In addition to the expectations for promotion to Research Associate Professor, it is expected that the candidate for promotion to Research Professor will demonstrate a cumulative record of excellence in investigation with durable impact outside the institution, including a body of work that has changed practice, understanding, process, or methods in the field.

Formal Reappointment Review

- 1. Formal Reappointment Review for Research Instructor.** It is expected that the individual will show commitment to and progress in developing excellence in Investigation.
- 2. Formal Reappointment Review for Research Assistant Professor.** It is expected that the individual will show commitment to and progress in developing excellence in Investigation.
- 3. Formal Reappointment Review for Research Associate Professor.** It is expected that the individual will continue to demonstrate excellence in Investigation.
- 4. Formal Reappointment Review for Research Professor.** It is expected that the individual will continue to demonstrate a cumulative record of excellence in Investigation.