

**THE UNIVERSITY OF ARIZONA**  
**COLLEGE OF MEDICINE - TUCSON**  
**GUIDELINES FOR PROMOTION AND TENURE**

**Approved by the General Faculty on June 11, 2010**  
**Amended by Faculty Action, October 12, 2012**  
**Amended by Faculty Action December 4, 2015**  
**Amended by Faculty Action June 15, 2016**  
**Amended by Faculty Action May 24, 2018**

## I. 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 (tenured or tenure eligible) and the research scholar, clinical scholar and educator scholar tracks (career track/non-tenure eligible).**

### A. CRITERIA FOR APPOINTMENT AND PROMOTION: TENURE-ELIGIBLE FACULTY

All faculty members of the College of Medicine - Tucson 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 College of Medicine - Tucson, appointment on the tenure track is open to faculty members who are full-time employees of the University of Arizona (i.e. >.50 FTE). 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.

#### 1. Appointment as Instructor on the Tenure Track

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 (typically a M.D., Ph.D., D.O., 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. Appointment/Promotion to Assistant Professor on the Tenure Track

Appointment at, or promotion to, the level of Assistant Professor on the Tenure Track is based chiefly on promise as a scholar and educator. To be appointed or promoted to this rank, an individual is required to have an appropriate terminal degree (e.g. M.D., Ph.D., D.O. 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 for examples). At this career stage the significance and originality of the creative efforts will be more important than their quantity.

#### 3. Appointment/Promotion to Associate Professor on the Tenure Track

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 for examples) is expected for appointment or promotion to this rank.

#### 4. Appointment/Promotion to Professor on the Tenure Track

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, and/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 for examples) 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 the University of Arizona College of Medicine - Tucson (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 professor or associate 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 departmental and college goals.

## **B. CRITERIA FOR EVALUATION OF TENURE-TRACK TEACHING, SCHOLARLY ACTIVITY, AND SERVICE IN THE COLLEGE OF MEDICINE - TUCSON**

The University is a seat of knowledge, and its faculty should assign highest priority to the pursuit and dissemination of knowledge. The activities of College of Medicine - Tucson 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 departmental Promotion and Tenure committee to advise the College Promotion and Tenure 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 College of Medicine - Tucson 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**

#### **Preamble**

Members of the faculty must not only impart the knowledge and information needed for competent medical practice and/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

### Preamble

As an integral component of the University, College of Medicine - Tucson 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 her/his 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/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) The Scholarship of Discovery. Represents the interplay between development of hypotheses and discovery of new knowledge in basic, clinical, and translational research (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 (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 (Appendix D).

These categories and specific examples of activities in each category are described in more detail in Appendices B-D.

### 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 Head.
- A detailed curriculum vitae prepared in accordance with University of Arizona and College of Medicine - Tucson 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 departmental 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 (Appendix E for Academic and Administrative Service and Appendix F for Clinical Service). They should be documented in the curriculum vitae, and possibly by internal and external letters.

## Scholarship of Engagement

The University of Arizona, College of Medicine - Tucson Committee on Appointment, Promotion and Tenure offers the following as a guide to the Scholarship of Engagement.

In UHAP Chapter 3.3.02.b it states that the University values an inclusive view of scholarship for promotion and tenure. Similarly UHAP Chapter 4A.3.02.1 makes a similar statement for continuing status. It goes on to define scholarship as “*original research contributions in peer-reviewed publications as well as integrative and applied forms of scholarship that involve cross-cutting collaborations with business and community partners, including translational research, commercialization activities, and patents.*”

Our committee understands a consistent theme in the scholarship of dissemination of discovery and/or application of knowledge in a broader context.

Our review of evaluation criteria (<http://compact.org/resource-posts/trucen-section-b/>) in particular the Clearinghouse and National Review Board for the Scholarship of Engagement and Evaluation criteria for the scholarship of engagement led to the document following this page.

The faculty member whose work has focused in the area of engagement is encouraged to complete Section 8 of the Dossier (Service and Outreach Portfolio) (<http://facultyaffairs.arizona.edu/continuing-status-and-promotion>). The attached table outlines criteria for the evaluation of the impact of engagement and can be used by the faculty member to complete Section 8 as well as the Candidate’s Statement. The outside reviewers can then use these documents to evaluate the faculty member and comment appropriately in their letter. It is the Committee’s expectation that candidates seeking the award of tenure will demonstrate the dissemination of discovery through publishing in peer-reviewed journals and/or other types of peer review such as patents.

Examples of Scholarship of Engagement are presented in Appendix G. The Excellent column refers to those seeking promotion to Associate Professor, while the Outstanding column is for those seeking promotion to Professor. Activities or scholarly contributions that fit within one of these columns must also satisfy criteria for scholarly works as defined below in Evaluation Criteria for the Scholarship of Engagement. Importantly, no list of examples can be exhaustive or complete, and the candidate is encouraged to discuss the scholarly impact of proposed engagement activities with the candidate’s departmental P&T chairperson.

Ultimately, the COM Committee will evaluate the Scholarship of Engagement by review of these documents and the understanding that scholarship demands the dissemination of knowledge. In particular, the evaluation of the Scholarship of Engagement rests on demonstrated impact.

### Evaluation Criteria for the Scholarship of Engagement

The Scholarship of Engagement is a term that captures scholarship in the areas of teaching, research, and/or service. It engages faculty in academically relevant work that simultaneously meets campus mission and goals as well as community needs. Engagement is a scholarly agenda that incorporates communities' issues and which can be within or integrative across teaching research and service. In this definition, community is broadly defined to include audiences external to the campus that are part of a collaborative process to contribute to the public good.

<b><u>Goals/Questions</u></b>	<b><u>Assessment</u></b>
Does the scholar state the basic purpose of the work and its value for public good?	
Is there an "academic fit" with the scholar's role, departmental and university mission?	
Does the scholar define objectives that are realistic and achievable?	
Does the scholar identify intellectual and significant questions in the discipline and in the community?	
<b><u>Context of theory, literature, "best practices"</u></b>	
Does the scholar show an understanding of relevant existing scholarship?	
Does the scholar bring the necessary skills to the collaboration?	
Does the scholar make significant contributions to the work?	
Is the work intellectually compelling?	
<b><u>Methods</u></b>	
Does the scholar use methods appropriate to the goals, questions and context of the work?	
Does the scholar describe rationale for election of methods in relation to context and issue?	
Does the scholar apply effectively the methods selected?	

Does the scholar modify procedures in response to changing circumstances?	
<b><u>Results</u></b>	
Does the scholar achieve the goals?	
Does the scholar's work add consequentially to the discipline and to the community?	
Does the scholar's work open additional areas for further exploration and collaboration?	
Does the scholar's work achieve impact or change? Are those outcomes evaluated and by whom?	
Does the scholar's work make a contribution consistent with the purpose and target of the work over a period of time?	
<b><u>Communication/Dissemination</u></b>	
Does the scholar use a suitable style and effective organization to present the work?	
Does the scholar communicate/disseminate to appropriate academic and/or public audiences consistent with the mission of the institution?	
Does the scholar use appropriate forums for communicating work to the intended audience?	
Does the scholar present information with clarity and integrity?	
<b><u>Reflective Critique</u></b>	
Does the scholar critically evaluate the work?	
What are the sources of evidence informing the critique?	
Does the scholar bring an appropriate breadth of evidence to the critique?	
In what way has the community perspective informed the critique?	
Does the scholar use evaluation to learn from the work and to direct future work?	
Is the scholar involved in a local, state and national dialogue	

related to the work?	
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[http://schoe.coe.uga.edu/evaluation/evaluation\\_criteria.html](http://schoe.coe.uga.edu/evaluation/evaluation_criteria.html)

Adapted from *Scholarship Assessed: A Special Report on Faculty Evaluation*, (Glassick, Huber & Maeroff, 1999)

## **C. CRITERIA FOR APPOINTMENT AND PROMOTION: 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 the College of Medicine - Tucson. 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 UA employees can qualify for this track at the discretion of their Department Head and departmental appointment, promotion and tenure 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. Appointment as Instructor on the Research Scholar Track

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. Appointment/Promotion to Assistant Professor on the Research Scholar Track

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 and/or students in the context of research programs is expected.

### 3. Appointment/Promotion to Associate Professor on the Research Scholar Track

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 principal 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, and journal and/or grant reviews. Candidates for this rank must demonstrate a substantial record of high quality mentoring of postdoctoral fellows, junior research colleagues and/or

students and demonstrate excellence in College of Medicine - Tucson educational or service activities.

4. Appointment/Promotion to Professor on the Research Scholar Track

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 and/or senior authored publications in peer-reviewed journals and will typically be listed as principal 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 principal 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 the College of Medicine - Tucson and the University.

## **D. CRITERIA FOR APPOINTMENT AND PROMOTION: 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 the College of Medicine - Tucson and/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 UA employees can qualify for this track at the discretion of their Department Head and departmental appointment, promotion and tenure committee if they meet all criteria for appointment and make a substantial and essential contribution which is critical to the mission of the College.

### 1. Appointment as Instructor on the Clinical Scholar Track

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 UA College of Medicine - Tucson medical students, residents and/or fellows.

### 2. Appointment/Promotion to Assistant Professor on the Clinical Scholar Track

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. Appointment/Promotion to Associate Professor on the Clinical Scholar Track

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 have a local reputation of clinical excellence as demonstrated by letters of reference. Faculty at this rank 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/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 COM committees, leadership of departmental committees, manuscript review for journals, consulting for government agencies, advising medical students or mentoring more junior faculty.

#### 4. Appointment/Promotion to Professor on the Clinical Scholar Track

In addition to the requirements for appointment/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 departmental or College of Medicine - Tucson committees, appointment to a position of significant responsibility within the Department or COM, 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 of Medicine - Tucson 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.

## **E. CRITERIA FOR APPOINTMENT AND PROMOTION: 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 the College of Medicine - Tucson. 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 UA employees can qualify for this track at the discretion of their Department Head and departmental appointment, promotion and tenure 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. Appointment as Instructor on the Educator Scholar Track

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 UA undergraduate, graduate and/or medical students.

### 2. Appointment/Promotion to Assistant Professor on the Educator Scholar Track

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 (Appendix A) and show promise of scholarship. An Assistant Professor is also expected to be involved in service activities.

### 3. Appointment/Promotion to Associate Professor on the Educator Scholar Track

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. Appointment/Promotion to Professor on the Educator Scholar Track

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 of Medicine - Tucson 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.

## II. CLINICAL, RESEARCHER AND LECTURER TITLE SERIES

### A. CRITERIA FOR APPOINTMENT AND PROMOTION: CLINICAL TRACK (CAREER TRACK/NON-TENURE-ELIGIBLE)

This faculty track has been developed to recognize the many physicians, whether they are employed by the UA, by affiliated institutions or in private practice, who focus on clinical practice and who contribute to the training of University of Arizona medical students, residents, and/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 appendix. Faculty titles from previous institutions will be taken into consideration for determination of rank upon appointment.

#### 1. Appointment/Promotion to Clinical Instructor

Appointment at 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 UA College of Medicine - Tucson medical students, residents, and/or fellows. Examples of regular and direct contact include ward or clinic attending, preceptorship in clinical venues, or didactic teaching. This title is typically reserved for trainees (chief residents, fellows or other trainees or junior faculty) who are board eligible.

#### 2. Appointment/Promotion to Clinical Assistant Professor

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 UA College of Medicine - Tucson medical students, residents, and/or fellows. Examples of teaching include ward or clinic attending, preceptorship in clinical venues and giving lectures (such as grand rounds). In addition, the faculty member should demonstrate activity in scholarly endeavors and/or service activities within the profession or in the College of Medicine - Tucson. 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 of Medicine - Tucson committees, or advising medical students.

#### 3. Appointment/Promotion to Clinical Associate Professor

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, and/or development of educational tools related to clinical care. The individual is expected to have direct teaching contact with UA College of Medicine - Tucson medical students, residents, and 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 of Medicine - Tucson 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 of Medicine - Tucson 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 and/or peer evaluation, presentation at Continuing Medical Education, 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. Appointment/Promotion to Clinical Professor

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, and/or development of educational tools related to clinical care. The rank of Clinical Professor also requires exemplary scholarly **and** service activities within the profession or within the College of Medicine - Tucson. 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 of Medicine - Tucson, 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 and/or peer evaluation, presentation at Continuing Medical Education or formal grand rounds programs) and service activity will be utilized in assessing the individual for appointment at or promotion to this rank.

## **B. CRITERIA FOR APPOINTMENT AND PROMOTION: RESEARCH 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 the College of Medicine - Tucson through collaborative research with other College of Medicine - Tucson faculty members. Education and service, as it relates to the research mission, may also be expected. Research Track faculty actively contribute to the research mission of the College, and are expected to demonstrate mentorship in the context of research. Research 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. Appointment as Research Instructor

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 and/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. Appointment/Promotion to Research Assistant Professor

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 and/or students in the context of research is expected.

### 3. Appointment/Promotion to Research Associate Professor

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, and/or junior research colleagues.

### 4. Appointment/Promotion to Research Professor

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 substantial record of first and/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.

## **C. CRITERIA FOR APPOINTMENT AND PROMOTION: LECTURER TRACK (CAREER TRACK/NON-TENURE ELIGIBLE)**

This faculty track has been developed to recognize those faculty members employed by the University whose duties involve primarily the undergraduate (BS degree) and graduate (MS and PhD) educational missions of the College of Medicine - Tucson. 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.

### 1. Appointment as Lecturer

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 UA undergraduate and graduate students and potentially College of Medicine - Tucson medical students.

### 2. Appointment/Promotion to Senior Lecturer

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:

- Candidate should excel in teaching as evidenced by UA Teacher/Course evaluations, peer evaluations, awards, and/or letters.
- Candidate should have substantial experience in and knowledge of teaching programs in which he/she participates; typically five or more years is required.
- 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 and/or education venues; participating in departmental, university or national committees; sponsoring academic clubs, activities or workshops; acquiring funds for science, educational or outreach activities.

**Guidelines for Awarding Titles  
Faculty Physician  
Colleges of Medicine Phoenix and Tucson**

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 Division, i.e. Banner University Medical Center-Phoenix (BUMC-P), Banner University Medical Center-Tucson (BUMC-T) and Banner University Medical Center-South (BUMC-S), and who provide services that are complementary to existing dedicated clinical, educational and 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 COM 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 UA COM 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 Dean.
- This is a stand-alone, non-ranked faculty title.
- Contributions to the educational and/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 the College of Medicine-Phoenix and the College of Medicine-Tucson. Arizona Board of Regents 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 Division (BUMD) campus. Faculty Physicians' titles will terminate simultaneously with the termination of BUMD privileges.
2. Not actively engaged in undergraduate or graduate medical education and/or research missions to the extent that would qualify him/her for unmodified or modified series faculty titles with either the College of Medicine-Phoenix or the 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, 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.

## Appendix A

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

### Teaching Activities

#### Teaching activities include:

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 and residents or fellows.

Participation in continuing medical education programs.

Development of teaching materials, in print or electronic media.

Development of courses and curricula.

Education for the public at large.

Education of undergraduate students.

#### Excellent (Associate Professor)

- Favorable evaluations by students or residents, as part of a systematic evaluation program.
- Favorable evaluations by peers, as part of a systematic evaluation program.
- Favorable 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

#### Outstanding (Professor)

- Outstanding evaluations by students or residents, as part of a systematic evaluation program.
- Outstanding evaluations by peers, as part of a systematic evaluation program.
- Outstanding evaluations of courses and curricula, as part of a systematic evaluation program.
- 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/international professional societies.
- Favorable evaluation by faculty mentored by the candidate.

individual faculty member.

- Leadership role in educational activities of national/international professional societies.
- Teaching awards from students or peers.
- Publication of teaching materials in peer-reviewed repositories.
- National/international use of teaching materials.
- Visiting professorships.

## Appendix B

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

### 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).

#### Excellent (Associate Professor)

- Publication of articles in professional journals appropriate to the field of endeavor. Greater significance will be attributed to: First and/or senior authored papers in peer reviewed journals; Significant contributions to team or interdisciplinary research in which the role is clearly described.
- 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.
- Award of extramural support commensurate with the area of interest.
- Demonstration of a sustained leadership role in an independent research program (e.g., research program leader or laboratory/clinic director).
- Evidence for a principal role in management and/or support of a collaborative research program (e.g., letters from program leader or members of the research program).
- Invited presentations of original scientific data at major national or international meetings, or at major institutions or research organizations.
- Development/award of patents for discoveries in the candidate's field.

#### Outstanding (Professor)

- A substantial record of peer-reviewed first and/or senior authored publications or middle author in interdisciplinary research that demonstrate evidence of originality as an investigator.
- A senior leadership role demonstrating superior competence and outstanding productivity on research projects.
- Consistent extramural support for an established research program.
- Service on National Advisory Councils or Boards, Editorship of journals, Leadership of national/international study sections, consensus panels, etc.
- Leadership of multi-institutional collaborative research projects.

- Leadership and/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 and/or international reputation as evidenced by external letters of reference.

## Appendix C

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

### 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.

#### Excellent (Associate Professor)

- College-level teaching awards from peers.
- Publication of teaching materials in peer-reviewed repositories or journals.
- Development of teaching materials or curricular approaches that are adopted by other institutions.
- Publication of research on education and learning assessment in peer-reviewed journals.
- Presentation of research on education and learning assessment at national/international meetings.
- Research on the efficacy of creative new teaching materials, courses, and curricula.
- 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.

#### Outstanding (Professor)

- National/international teaching awards.
- National/international use of teaching materials.
- Widespread impact of instructional, curricular, or learning assessment approaches.
- Sustained, peer-reviewed program of research on education and learning assessment.
- Competitive external funding of research program on education and learning assessment.
- Leadership role in national/international health sciences education professional societies.

## Appendix D

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

### 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.

#### Excellent (Associate Professor)

- Publication of peer reviewed articles in professional journals relevant to the clinical field of practice.
- Publication of books, monographs, or manuals on widely disseminated media.
- Invited audiovisual or poster presentations for clinical reviews or dissemination of innovative techniques at local clinically relevant venues.
- Development/award of patents for discoveries in the candidate's clinical field.
- Initiation and/or organization of investigator initiated clinical trials.
- Service on study sections or scientific peer review groups relevant to clinical field.
- Abstracts from contributions at national meetings or workshops.
- Service on editorial boards, or consistent contributions as ad-hoc reviewer for clinical journals.
- Site-leader for multi-institutional

#### Outstanding (Professor)

- A substantial record of peer-reviewed first and/or senior authored publications that demonstrate evidence of mastery in the field.
- A senior leadership role demonstrating superior competence and outstanding productivity on clinical projects.
- Invited clinical review presentations or reports of experience with innovative techniques at major national or international professional meetings, or at major institutions.
- Leadership and organization of continuous medical education and other clinical review meetings.
- Service on National Advisory Councils or Boards, Editorship of journals in clinical areas.
- Leadership of national/international study sections, consensus panels, etc.
- Leadership of multi-institutional collaborative clinical studies.
- Consistent extramural support for an established research program

collaborative clinical studies.

- Award of extramural support for work in clinical area of interest.

## Appendix E

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

### Academic & Administrative Service

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

#### Excellent (Associate Professor)

- Participates in mentoring of trainees and junior colleagues
- Committee membership within the Department or College.
- Membership on health organization/hospital committees.
- Task force membership
- Thesis committee membership
- Student/faculty advisor or mentor
- Journal reviewer
- Individual grant reviewer or local grant review committee
- Lectures to the lay public
- Media presentations/interviews
- Participation in health care planning programs
- Work with governmental agencies/legislature
- 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

#### Outstanding (Professor)

- Formal primary mentoring of faculty, and trainees
- Committee membership at the university level.
- Task force membership at the university level.
- Major leadership role within a committee or task force.
- Appointment to position of significant responsibility within the Department, College or University.
- Editorial board of professional or scientific journals
- Federal/national study section or grant review committee
- Leadership role in dealing with health issues at regional, national or international levels.
- Leadership role in national/international professional organization.
- Membership on certification/licensure/specialty boards.
- Leadership role on health organization/hospital committees
- Session chair/moderator at national/international meetings

- Participation in clinical operations and quality committee service.

## **Appendix F**

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

### **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.

### **Excellent (Associate Professor)**

- Departmental and/or interdepartmental recognition of excellence in clinical skills by peers.
- 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.
- Program development or enhancement.
- Consistently favorable reports on quality assurance and/or risk management assessments.
- 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, cost) of the care being provided.
- Evidence that a unique clinical service is provided.
- Clinical mentoring and advising of medical students and residents.

### **Outstanding (Professor)**

- Recognition of mastery of clinical skills by:
  - becoming a regional source of referral for expert opinion.
  - invitations to participate in practice guideline committees, external program reviews.
  - invitations to consult with government, insurance, or drug agencies.
- Creatively revises and improves quality assurance and/or risk management procedures.
- Recipient of awards for outstanding patient care delivery.
- Development of new techniques, therapies, or health care delivery systems that have improved the health of the population served.

## Appendix G

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

### 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

#### Excellent

- Development of programs that impact health or wellbeing of a group or community
- Development of courses that provide training for faculty, students or the lay public
- Creation of programs that respond to unmet clinical and other service needs while providing opportunity for training
- Creation of health-related programs that are made available to or generated in collaboration with the community
- Contributions of scholarly expertise at the request of non-university audiences on an ad hoc or ongoing basis.
- Development of scholarly resources for the general public that are accessible through print, radio, television, or web media.
- Activities that make research understandable and usable in specific professional and applied

#### Outstanding

- Scholarly reports for government agencies or nongovernmental organizations such as the Institute of Medicine
- Congressional and other types of testimony that brings university-based knowledge to issues related to health
- Non-peer reviewed books or chapters that become reference materials for academic courses
- Administrative roles that are generative in fostering education, research and/or funding for research
- Adoption of program materials by other institutions or groups
- Conducting of public policy analysis for local, state, national, or international governmental agencies and for non-governmental agencies.
- Leadership in bringing diverse stakeholders together to create and implement policies and practices

settings (e.g. technology transfer activities or development of community based resources).

- Test concepts and processes in real-world situations
- 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, professional journals

based on scholarship.

- Producing policy documents directed towards service providers, policy makers or legislators

Poster and podium presentations accepted at state/regional/national conferences

- Publishing in periodicals or newspapers read by community members
- Disseminating information through other media used by community members, practitioners or policy makers (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