

## Clinical 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. Clinical Track faculty members are expected to demonstrate excellence in two areas and effectiveness in the other two areas. Excellence in Clinical Practice Advancement is not required as long as excellence in two other areas and effectiveness in Clinical Practice Advancement are demonstrated. 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. Effective investigation does not require scholarship of national impact.

### Areas of Accomplishment:

#### Clinical Practice Advancement

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 Associate Professor (Clinical) and outside the institution for promotion to Professor (Clinical). 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. *Provision of high quality clinical service (effectiveness) is an absolute requirement for promotion for faculty members with a clinical service commitment.*

#### 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. Patient education may be considered both Clinical Practice Advancement 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 (Clinical) Associate Professor, and outside the institution for promotion to (Clinical) 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.

### **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.

**Effectiveness** requires participation in investigation projects that have impact. External dissemination by the individual faculty member is not required, although external dissemination of the work (scholarship) by others involved in the project

is considered important evidence of impact. Substantial contributions to enrolling patients in published clinical trials for which the faculty member is not an author and completion of quality improvement projects are examples of effective investigation. *Investigation without participation in scholarship and external dissemination by the individual faculty member cannot qualify as excellent.*

### **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 (Clinical) outside the institution for promotion to Professor (Clinical). 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 Assistant Professor (Clinical):** It is expected that the individual will demonstrate the potential and commitment to develop excellence in two areas of accomplishment, along with potential and commitment to develop effectiveness in the others.
- 2. Promotion to Associate Professor (Clinical):** It is expected that the candidate will demonstrate a cumulative record of excellence in two areas of accomplishment and effectiveness in two areas of accomplishment. The candidate's combined record of Investigation, Education, Clinical Practice Advancement, and Administration / Service must demonstrate overall excellence in contributions to the missions of the department and institution.
- 3. Promotion to Professor (Clinical):** In addition to the expectations for promotion to Associate Professor (Clinical), it is expected that the candidate will demonstrate a cumulative record of sustained excellence, including development of a body of work that has changed practice, understanding, process, or methods in the field. The candidate's combined record of Investigation, Education, Clinical Practice Advancement, and Administration / Service must demonstrate overall excellence in contributions to the missions of the department and institution.

## **Formal Reappointment Review**

**1. Formal Reappointment Review for Instructor (Clinical):** It is expected that the individual will show commitment to and progress in developing excellence in in two areas of accomplishment, along with potential and commitment to develop effectiveness in the others.

**2. Formal Reappointment Review for Assistant Professor (Clinical):** It is expected that the individual will demonstrate the potential and commitment to develop excellence in two areas of accomplishment, along with potential and commitment to develop effectiveness in the others.

**3. Formal Reappointment Review for Associate Professor (Clinical):** It is expected that the individual will continue to demonstrate excellence in two areas of accomplishment and effectiveness in the other two areas.

**4. Formal Reappointment Review for Professor (Clinical):** It is expected that the individual will continue to demonstrate a cumulative record of excellence in in two areas of accomplishment and effectiveness in the other two areas.

**Memorandum**

**To:** Senate Faculty Review Standards Committee  
**From:** Robert S. Fujinami, Vice Dean for Academic Affairs  
**Date:** Thursday, December 16, 2021  
**Re:** School of Medicine, Career-line, Clinical Track Criteria

Dear Professor Horowitz and members of the Senate Faculty Review Standards Committee,

I am writing to ask if you will consider allowing the 2015 School of Medicine's Career-line, specifically Clinical Track Criteria to allow for one area of excellence and one area of effectiveness for one year, a temporary adjustment until we revise our criteria.

We are in the process of updating and revising our criteria so that it aligns with the template and it is taking longer than anticipated. Please see the attached 2015 Clinical Track Criteria with comments in the appropriate sections that need to be adjusted.

The Research Track and the Lecturer Track in the 2015 School of Medicine's Career-line criteria only require one area of excellence. The required area of excellence in the Research Track is Investigation, and the required area of excellence is Education in the Lecturer Track. As all three tracks are in the Career-line, we want to adjust the Clinical Track criteria to have one area of excellence and one area of effectiveness.

Should the committee have additional question, I would be happy to attend the next zoom meeting.

We greatly appreciate your consideration.

*Senate Faculty Review Standards Committee Approval:*



Trina Rich  
SFRSC Committee Secretary

December 14, 2021

Date

*Senior Vice President Approval:*



Michael L. Good  
Senior Vice President for Health Sciences

12/16/21

Date

## Lecturer 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. Lecturer track faculty members are expected to demonstrate excellence in Education. Effectiveness in the 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:

#### 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 Associate Professor (Lecturer), and outside the institution for promotion to Professor (Lecturer). 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.

#### 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.

**Effectiveness** requires participation in investigation projects that have impact. External dissemination by the individual faculty member is not required, although external dissemination of the work (scholarship) by others involved in the project is considered important evidence of impact. Substantial contributions to enrolling patients in published clinical trials for which the faculty member is not an author and completion of quality improvement projects are examples of effective investigation. *Investigation without participation in scholarship and external dissemination by the individual faculty member cannot qualify as excellent.*

### **Clinical Practice Advancement (usually not applicable in the Lecturer 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 Associate Professor (Lecturer) and outside the institution for promotion to Professor (Lecturer). 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 Award of Tenure, 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 Assistant Professor (Lecturer).** It is expected that the individual will demonstrate the potential and commitment to develop excellence in Education.
2. **Promotion to Associate Professor (Lecturer).** It is expected that the candidate will demonstrate a cumulative record of excellence in Education 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 Professor (Lecturer).** It is expected that the candidate will demonstrate a cumulative record of excellence in Education with durable impact outside the institution, including a body of work that has changed practice, understanding, process, or methods in the field. Effective contributions in the areas of Investigation and Administration are encouraged but not required and add strength to the faculty member's file. The candidate's combined record of Investigation, Education, and Administration / Service must demonstrate overall excellence in contributions to the missions of the department and institution.

### **Formal Reappointment Review**

1. **Formal Reappointment Review for Instructor (Lecturer).** It is expected that the individual will show commitment to and progress in developing excellence in Education.





**2. Formal Reappointment Review for Assistant Professor (Lecturer).** It is expected that the individual will show commitment to and progress in developing excellence in Education.

**3. Formal Reappointment Review for Associate Professor (Lecturer).** It is expected that the individual will continue to demonstrate excellence in Education.

**4. Formal Reappointment Review for Professor (Lecturer).** It is expected that the individual will continue to demonstrate a cumulative record of excellence in Education.

## 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.