

## **Dean's Interpretation of the Requirements for Promotion to Associate Professor and Professor on the Clinical Scholar, Teaching, and Research Tracks**

### **Primary Requirements:**

All documents describing requirements for promotion on the Medical School's three non-tenure tracks require documented peer-reviewed, publicly disseminated, scholarship. It is the expectation that every faculty member demonstrates academic excellence, as well as provide documentation of the impact that their scholarly product has had in their academic discipline. This expectation does not represent a change in the current criteria, but rather an expectation of adherence to the criteria.

It is a requirement that this peer-reviewed scholarship meets the following standards:

1. The scholarship is externally peer-reviewed, publicly disseminated, and can be found using standard scientific literature search engines (PubMed, Google Scholar, Scopus, etc.).
2. Each faculty member, regardless of track, is expected to have at least one first or senior-authored publication per year on average. These publications may include, but are not limited to, articles based on research findings, review articles, case reports or case series, educational outcomes or methods results of quality improvement projects.
3. Middle authorship publications are also support promotion though they are not sufficient to replace all first and senior-authored publications. Many journals now list the contributions of all authors in a published paper. Faculty need to be certain their contributions are accurately reflected in this format. Listings on the CV should also include the role of the faculty member on each of these publications. The Medical School values the importance of team science in advancing the field. There are occasions when a faculty member plays an essential role in a team science program where a middle authored paper may replace a first or senior-authored publication, but there must be clear documentation of the essential role on the team.
4. As citations are dependent in part on the size of a particular field of study, journal impact factor, number of citations, and the *h*-indices of the faculty member will be considered as an indication of the impact of the scholarly work. It is understood that in some fields faculty members will not attain the same numbers on these metrics as, for instance, a basic science or clinical researcher in a less prominent field of research.
5. This scholarship must be available indefinitely in a searchable format.

6. For the Teaching Track specifically, there must be substantive peer-reviewed scholarship in the education domain. Evidence could include, but is not limited to, a minimum of one of the following:
  - a. Documented evidence of regional or national adoption of curriculum or textbook.
  - b. Peer-reviewed publications on teaching, curriculum, mentoring, and/or evaluation.

### **Additional Forms of Peer-Reviewed Scholarship**

There are also other forms of scholarship, in addition to publications, that can support the application for promotion.

1. For those focusing on research, funded competitive grants (particularly those on which the candidate is the principal investigator) offer support for promotion. Grants can be from local, regional, national, or federal funding agencies. Successful commercialization of patents and licensing agreements are also evidence of important contributions.
2. For those focusing on teaching and educational scholarship, examples of additional types of scholarship include accepted submissions on peer-reviewed online sites such as MedEdPORTAL and external grant awards to support/develop a curriculum, new methods of student evaluation, development of mentoring processes, or other innovative educational initiatives can also be used to augment peer-reviewed publications in a promotion packet.
3. Although outstanding teaching is highly valued by the Medical School and will support the case for promotion, excellent student evaluations alone are not sufficient evidence for promotion. Some examples of teaching impact include documented citations in other instructor's curricula or participation in national education committees. If a faculty member has designed a mentoring or faculty development program, and has evidence that the program has not only had positive impact, but has also been successfully implemented at other institutions, this activity would support the impact of the faculty member's work. In the case of mentoring, an important metric for impact is the scholarship or career outcome of the mentee and their impact in their field.
4. For faculty who focus on clinical scholarship, publications about the implementation and outcomes of quality improvement activities, or documentation of positive outcomes from the adoption of the QI programs at other institutions, can be used to support promotion.

## **Teaching and Service**

All faculty must document their educational/teaching/service contributions. For those on the research track, their teaching effort will vary depending on their percent effort on grants. For example, teaching effort may include teaching procedural or analysis techniques to laboratory personnel, teaching graduate students on a research project, or teaching in the laboratory. For those on the teaching track, there must be evidence of excellence in teaching and evidence of a major contribution to teaching students and/or trainees. For those on the clinical scholar track, the amount of teaching will vary, based on other responsibilities, and may primarily involve clinical teaching while attending.

Clear evidence of a faculty member's teaching and mentoring abilities includes proof of teaching effectiveness and positive outcomes as a result of their mentoring. This evidence may include, but is not limited to:

1. Teaching awards.
2. Consistent and positive evaluations from students/trainees/mentees.
3. Evidence of mentoring impact, such as scholarship or subsequent achievements of mentees.

Service to the Medical School/University, health systems, and nationally to the discipline, are also valued in considering faculty for promotion.

## **Regional/National/International Recognition**

On all three non-tenure tracks, a faculty member is expected to achieve recognition as an expert and leader in their field. Evidence may include, but is not limited to:

1. Invitations to speak at other regional (outside of Minnesota) or national universities, and regional or national meetings/conferences.
2. Invitations to peer-review the work of others.
3. Invitations to serve on an editorial board.
4. Invitations to serve on committees or in leadership positions in national organizations in their respective field(s).
5. Invitations to site-visit other programs.
6. Invitations to review grant applications of their peers.

For those on the clinical scholar track, a primary way to demonstrate recognition as a national expert in your field is to document the number of local, regional, and national patient referrals for treatment and/or consultations for second opinions the faculty member receives.