



COLLEGE  
OF MEDICINE  
PHOENIX

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

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## TRADITIONAL TITLE SERIES

This title series encompasses the traditional unmodified titles (Instructor, Assistant Professor, Associate Professor, or Professor). There are four pathways or tracks to promotion: tenure track, research scholar track (non-tenured), clinical scholar track (non-tenured), and educator scholar track (non-tenured).

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

All faculty members of the College of Medicine-Phoenix engage in teaching, scholarship, and service to varying degrees. The distinguishing feature of the tenure track is the requirement for scholarship. Scholarship is a multifaceted concept, and includes the scholarship of discovery, clinical scholarship and educational scholarship. At the College of Medicine-Phoenix, 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. Instructor

Appointment at the level 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. Assistant Professor

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 level, 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. Associate Professor

Appointment at, or promotion to, the level 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 is required. 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. Professor

Appointment at, or promotion to, the level 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. 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-Phoenix (Department Head or higher). With sufficient justification provided by the Department, tenure may also be

granted to other exceptional faculty candidates upon initial appointment at the rank of 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.

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

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-Phoenix faculty members can be divided into three partially overlapping categories: teaching, scholarly activities, and service. No matter how a faculty member's time is divided, the overall effort must produce tangible evidence of intellectual growth and scholarship.

Much of the strength of a faculty lies in its diversity. Individual faculty members vary widely in the distribution of their effort among the above activities. At the time of a proposed promotion, it is the function of the faculty member's 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-Phoenix faculty member is expected to engage in scholarly and creative efforts. Creativity can be expressed in one's teaching, scholarly activities, or service contributions. The results of such endeavors should be communicated in an appropriate manner, such that they can be utilized and evaluated by the broader biomedical community.

### 1. GUIDELINES FOR EVALUATING TENURE-TRACK FACULTY TEACHING

#### 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, and 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-Phoenix faculty should assign high priority to the pursuit and dissemination of new knowledge. In evaluating a faculty member's contribution to scholarly activities, the Promotion and Tenure Committee must carefully consider the faculty member's commitments in teaching/clinical activities and traditional service. The extent of classical scholarly activity (publications and grants) expected of a faculty member who spends the majority of 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).
- 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 Chair.
- A detailed curriculum vitae prepared in accordance with University of Arizona and College of Medicine-Phoenix guidelines.
- Intramural and extramural letters of recommendation.
  - These letters must address issues such as productivity, national or international recognition, reputation, the degree of independence, the novelty/originality and significance of the research/scholarly activities, and the quantity and quality of teaching and service activities. Both intramural and extramural referees must be provided with guidelines that clearly state the evaluation criteria for each candidate.



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### 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). They should be documented in the curriculum vitae, and possibly by internal and external letters.

## **NON-TENURE ELIGIBLE RESEARCH SCHOLAR TRACK**

This faculty track has been developed to recognize those faculty members, whose primary contribution is to the research mission of the College of Medicine-Phoenix. Research Scholar Track faculty must have demonstrated potential for or achieved independence and excellence in the initiation, direction and completion of research projects. In addition, Research Scholar Track faculty may have administrative and/or teaching roles, and are expected to demonstrate mentorship in the context of research. Faculty on this track are typically employed at the University of Arizona. Faculty members who are not 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. Instructor, Research Scholar Track

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

### 2. Assistant Professor, Research Scholar Track

Appointment at, or promotion to, the level 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. Associate Professor, Research Scholar Track

Appointment at, or promotion to, the level of Associate Professor on the Research Scholar Track requires independent and productive research with clear evidence of extramural funding, typically as a principal investigator, or with unique and sustained contributions to collaborative research efforts. 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-Phoenix educational or service activities.

#### 4. Professor, 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, typically appeared as principal investigator on major grants (e.g. federal, state, industry or foundation funding) or demonstrate unique and significant contributions to collaborative research efforts, and 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-Phoenix and the University.

## **NON-TENURE-ELIGIBLE CLINICAL SCHOLAR TRACK**

This faculty track has been developed to recognize those faculty members who actively contribute to the clinical mission of the College of Medicine-Phoenix 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. A change in university employment status or effort in service to the College requires review of title, and will result in change to the clinical track, unless the requirement for effort devoted to the College of Medicine-Phoenix continues to be met.

### 1. Instructor, 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-Phoenix medical students, residents and/or fellows.

### 2. Assistant Professor, Clinical Scholar Track

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

### 3. Associate Professor, Clinical Scholar Track

In addition to the requirements for appointment as Assistant Professor, appointment at, or promotion to, the level 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. In addition, individuals at this level 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. Professor, Clinical Scholar Track

In addition to the requirements for appointment/promotion to Associate Professor, appointment at, or promotion to, the level 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. 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-Phoenix 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-Phoenix 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.

## **NON-TENURE-ELIGIBLE EDUCATOR SCHOLAR TRACK**

This faculty track has been developed to recognize those faculty members whose primary duties involve the educational missions of the College of Medicine-Phoenix. While promotion in this track requires scholarship, definitions of that scholarship are broad, including such activities as program development, participation in national organizations, educational research, and development of educational tools. Faculty on this track are typically employed at the University of Arizona. Faculty members who are not 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. Instructor, Educator Scholar Track

Appointment at the level 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. Assistant Professor, Educator Scholar Track

In addition to the requirements for appointment as Instructor, appointment at, or promotion to, the level 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 and show promise of scholarship. An Assistant Professor is also expected to be involved in service activities.

### 3. Associate Professor, Educator Scholar Track

In addition to the requirements for appointment as Assistant Professor, appointment at, or promotion to, the level 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 level 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. Faculty titles from previous institutions may be taken into consideration when

appointment is made to this rank.

#### 4. Professor, Educator Scholar Track

In addition to the requirements for appointment as Associate Professor, appointment at, or promotion to, the level 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. 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-Phoenix sufficient to have earned national or international recognition. Examples of scholarship include teaching awards, development of courses and instructional materials, presentation of faculty development programs, and participation in research on the efficacy of teaching methods, materials, courses, and curricula.



## MODIFIED SERIES - CLINICAL, RESEARCHER TITLE SERIES

### NON-TENURE-ELIGIBLE CLINICAL TRACK

This faculty track has been developed to recognize the many physicians and clinical educators employed by the University of Arizona or in private practice, such as hospitalists and clinicians, who contribute to the training of University of Arizona medical students, residents, and/or fellows. While clinical teaching is the major skill being nurtured and promoted within this academic series, other related accomplishments, such as program development, committee service, clinical research, scholarly work, advising, and/or development of educational tools contribute to meeting the requirements for promotion.

#### 1. Clinical Instructor

Appointment at, or promotion to, the level 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-Phoenix medical students, residents, and/or fellows for a minimum of 25 hours/year. Examples of regular and direct contact include ward or clinic attending, preceptorship in clinical venues, or didactic teaching.

#### 2. Clinical Assistant Professor

In addition to the requirements for appointment as Clinical Instructor, appointment at, or promotion to, the level 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 a minimum of 50 hours/year of direct teaching contact with UA College of Medicine-Phoenix 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-Phoenix. 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-Phoenix committees, or advising medical students. Faculty titles from previous institutions will be taken into consideration when appointment is made to this rank.

#### 3. Clinical Associate Professor

In addition to the requirements for appointment as Clinical Assistant Professor, appointment at, or promotion to, the level of Clinical Associate Professor requires board certification and a local reputation of clinical excellence. The individual is expected to have a minimum of 50 hours/year of direct teaching contact with UA College of Medicine-Phoenix 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 accomplishment within the profession or within the College of Medicine-Phoenix in the areas of scholarly activity **and/or** service. Examples of scholarly activity include publications, educational program development, and educational presentations to state or national organizations. Examples of service include participation in professional organizations, membership on College of Medicine-Phoenix committees, or advising medical students. Length of educational contribution (e.g., previous academic appointment at other institutions, participation in research institutes), quality of teaching (e.g., student and/or peer evaluation, presentation at Continuing Medical Education or formal grand rounds programs) and service activity (e.g., committee participation or leadership, professional organization leadership) will be utilized in assessing the individual for appointment at or promotion to this level.

#### 4. Clinical Professor

In addition to the requirements for appointment as Clinical Associate Professor, appointment at, or promotion to, the level of Clinical Professor requires scholarly **and** service activities within the profession or within the College of Medicine-Phoenix. Examples of scholarly activity include publications, educational program development, or educational talks at regional, national or international meetings. Examples of service include leadership in professional organizations, College of Medicine-Phoenix committees, or advising medical students. Length of educational contribution (e.g., previous academic appointment at other institutions, participation in research institutes), quality of teaching (e.g., student and/or peer evaluation, presentation at Continuing Medical Education or formal grand rounds programs) and service activity (e.g., committee participation or leadership, professional organization leadership) will be utilized in assessing the individual for appointment at or promotion to this level.

## **NON-TENURE ELIGIBLE RESEARCH TRACK**

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-Phoenix through collaborative research with other College of Medicine-Phoenix 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. Research Instructor

Appointment at the level of Research Instructor is based on promise in research. To be appointed at this level, 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. Research Assistant Professor

Appointment at, or promotion to, the level 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. Research Associate Professor

Appointment at, or promotion to, the level 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 publications, 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. 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.

## Professor of Practice Series

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

Professor of Practice in Medicine titles may be used for educators who are practitioners and who may not meet the requirements for other faculty members in the College of Medicine-Phoenix (e.g., tenured/tenure-eligible; clinical scholar; educator scholar) or those who hold modified faculty titles (e.g., clinical track; research track), all of whom require a M.D., Ph.D., or D.O. degree.

Ordinarily Professor of Practice in Medicine titles are reserved for affiliate or associate faculty whose responsibilities consist of instruction or supervision of professional practice activities within the College of Medicine-Phoenix. While teaching is the major activity within this academic series, other related accomplishments, such as program development, committee service, clinical research, scholarly work, advising, and/or development of educational tools contribute to meeting the requirements for initial title or promotion.

In addition, the following College of Medicine-Phoenix guidelines will apply when awarding titles in the Professor of Practice in Medicine series:

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

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

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

1. Assistant Professor of Practice

Completion of a terminal degree in the candidate's discipline or equivalent professional experience is required. Units within the college will work with the dean's office to define equivalent professional experience. An individual being considered for an Assistant Professor of Practice title should have demonstrated success in academic or professional instruction and show potential to contribute to the advancement of learning in the field. Examples of teaching include ward or clinic attending, preceptorship in clinical venues, scholarly project mentorship, doctoring, and didactic teaching. An individual being considered for an Assistant Professor of Practice title should demonstrate activity in scholarly endeavors and/or service activities within his or her profession or in the College of Medicine-Phoenix. 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-Phoenix committees, or advising medical students.

2. Associate Professor of Practice

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

3. Professor of Practice

In addition to the requirements for an initial award of an Associate Professor of Practice title or promotion to the level of Professor of Practice requires six years' time in rank at the level of Associate Professor at the College of Medicine-Phoenix. Individuals holding Professor of Practice titles should demonstrate accomplishment within the profession or within the College of Medicine-Phoenix in the areas of teaching, scholarly activity and service. Professors of Practice should have earned



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community-wide/local, national or international recognition. Examples of scholarly activity include publications, educational program development, or educational talks at regional, national or international meetings. Examples of service include leadership in professional organizations, College of Medicine-Phoenix committees, or advising medical students. Length of educational contribution (e.g., previous academic appointment at other institutions, participation in research institutes), quality of teaching (e.g., student and/or peer evaluation, presentation at Continuing Medical Education or formal grand rounds programs), and service activity (e.g., committee participation or leadership, professional organization leadership) will be utilized in assessing the individual for initial title or promotion to this level.

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



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**APPENDICES:**

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## Appendix A Teaching Activities:

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

Lecturing, facilitating small groups, instructing in laboratories, and other forms of participation in formal courses for medical and graduate students.

Directing formal courses for medical and graduate students. Supervision of graduate student and postdoctoral research programs. Teaching and supervising sabbatical faculty.

Mentoring of junior faculty and peers.

Clinical teaching of medical students 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	Outstanding
<ul style="list-style-type: none"> <li>Favorable evaluations by students or residents, as part of a systematic evaluation program.</li> </ul>	<ul style="list-style-type: none"> <li>Outstanding evaluations by students or residents, as part of a systematic evaluation program.</li> </ul>
<ul style="list-style-type: none"> <li>Favorable evaluations by peers, as part of a systematic evaluation program.</li> </ul>	<ul style="list-style-type: none"> <li>Outstanding evaluations by peers, as part of a systematic evaluation program.</li> </ul>
<ul style="list-style-type: none"> <li>Favorable evaluations of courses and curricula, as part of a systematic evaluation program.</li> </ul>	<ul style="list-style-type: none"> <li>Outstanding evaluations of courses and curricula, as part of a systematic evaluation program.</li> </ul>
<ul style="list-style-type: none"> <li>Favorable performance data for students or residents, where these can be attributed largely to the individual faculty member.</li> </ul>	<ul style="list-style-type: none"> <li>Outstanding performance data for students or residents, where these can be attributed largely to the individual faculty member.</li> </ul>
<ul style="list-style-type: none"> <li>Educational presentations or workshops at meetings of national/international professional societies.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership role in educational activities of national/international professional societies.</li> </ul>



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<ul style="list-style-type: none"><li>• Favorable evaluation by faculty mentored by the candidate.</li></ul>	<ul style="list-style-type: none"><li>• Teaching awards from students or peers.</li></ul>
	<ul style="list-style-type: none"><li>• Publication of teaching materials in peer-reviewed repositories.</li></ul>
	<ul style="list-style-type: none"><li>• National/international use of teaching materials.</li></ul>
	<ul style="list-style-type: none"><li>• Visiting professorships.</li></ul>

## Appendix B Scholarship of Discovery

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

Excellent	Outstanding
<ul style="list-style-type: none"> <li>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, but all publications will be evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>A substantial record of peer-reviewed first and/or senior authored publications that demonstrate evidence of originality as an investigator.</li> </ul>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>A senior leadership role demonstrating superior competence and outstanding productivity on research projects.</li> </ul>
<ul style="list-style-type: none"> <li>Award of extramural support commensurate with the area of interest.</li> </ul>	<ul style="list-style-type: none"> <li>Consistent extramural support for an established research program.</li> </ul>
<ul style="list-style-type: none"> <li>Demonstration of a sustained leadership role in an independent research program (e.g., research program leader or laboratory/clinic director).</li> </ul>	<ul style="list-style-type: none"> <li>Service on National Advisory Councils or Boards, Editorship of journals, Leadership of national/international study sections, consensus panels, etc.</li> </ul>
<ul style="list-style-type: none"> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>Leadership of multi-institutional collaborative research projects.</li> </ul>
<ul style="list-style-type: none"> <li>Development/award of patents for discoveries in the candidate's field.</li> </ul>	
<ul style="list-style-type: none"> <li>Leadership and/or organization of peer-reviewed clinical trials as documented by program reviews or letters.</li> </ul>	

<ul style="list-style-type: none"> <li>• Invited presentations of original scientific data at major national or international meetings, or at major institutions or research organizations.</li> </ul>	
<ul style="list-style-type: none"> <li>• Service on study sections (or scientific peer review groups), consensus panels, etc.</li> </ul>	
<ul style="list-style-type: none"> <li>• Leadership of national meetings or workshops.</li> </ul>	
<ul style="list-style-type: none"> <li>• Service on editorial boards of journals.</li> </ul>	
<ul style="list-style-type: none"> <li>• A national and/or international reputation as evidenced by external letters of reference.</li> </ul>	

## Appendix C Educational Scholarship

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

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

Excellent	Outstanding
<ul style="list-style-type: none"> <li>College-level teaching awards from peers.</li> </ul>	<ul style="list-style-type: none"> <li>National/international teaching awards.</li> </ul>
<ul style="list-style-type: none"> <li>Publication of teaching materials in peer-reviewed repositories or journals.</li> </ul>	<ul style="list-style-type: none"> <li>National/international use of teaching materials.</li> </ul>
<ul style="list-style-type: none"> <li>Development of teaching materials or curricular approaches that are adopted by other institutions.</li> </ul>	<ul style="list-style-type: none"> <li>Widespread impact of instructional, curricular, or learning assessment approaches.</li> </ul>
<ul style="list-style-type: none"> <li>Publication of research on education and learning assessment in peer-reviewed journals.</li> </ul>	<ul style="list-style-type: none"> <li>Sustained, peer-reviewed program of research on education and learning assessment.</li> </ul>
<ul style="list-style-type: none"> <li>Presentation of research on education and learning assessment at national/international meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Competitive external funding of research program on education and learning assessment.</li> </ul>
<ul style="list-style-type: none"> <li>Research on the efficacy of creative new teaching materials, courses, and curricula.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership role in national/international health sciences education professional societies.</li> </ul>
<ul style="list-style-type: none"> <li>Writing reviews on aspects of health sciences education.</li> </ul>	
<ul style="list-style-type: none"> <li>Writing reviews or textbooks on content areas in health sciences education.</li> </ul>	
<ul style="list-style-type: none"> <li>Competitive local funding of educational research and development programs.</li> </ul>	

## Appendix D Clinical Scholarship

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

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

Excellent	Outstanding
<ul style="list-style-type: none"> <li>Publication of peer reviewed articles in professional journals relevant to the clinical field of practice.</li> </ul>	<ul style="list-style-type: none"> <li>A substantial record of peer-reviewed first and/or senior authored publications that demonstrate evidence of mastery in the field.</li> </ul>
<ul style="list-style-type: none"> <li>Publication of books, monographs, or manuals on widely disseminated media.</li> </ul>	<ul style="list-style-type: none"> <li>A senior leadership role demonstrating superior competence and outstanding productivity on clinical projects.</li> </ul>
<ul style="list-style-type: none"> <li>Invited audiovisual or poster presentations for clinical reviews or dissemination of innovative techniques at local clinically relevant venues.</li> </ul>	<ul style="list-style-type: none"> <li>Invited clinical review presentations or reports of experience with innovative techniques at major national or international professional meetings, or at major institutions.</li> </ul>
<ul style="list-style-type: none"> <li>Development/award of patents for discoveries in the candidate's clinical field.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership and organization of continuous medical education and other clinical review meetings.</li> </ul>
<ul style="list-style-type: none"> <li>Initiation and/or organization of investigator initiated clinical trials.</li> </ul>	<ul style="list-style-type: none"> <li>Service on National Advisory Councils or Boards, Editorship of journals in clinical areas.</li> </ul>
<ul style="list-style-type: none"> <li>Service on study sections or scientific peer review groups relevant to clinical field.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership of national/international study sections, consensus panels, etc.</li> </ul>
<ul style="list-style-type: none"> <li>Abstracts from contributions at national meetings or workshops.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership of multi-institutional collaborative clinical studies.</li> </ul>



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<ul style="list-style-type: none"><li>• Site-leader for multi-institutional collaborative clinical studies.</li></ul>	<ul style="list-style-type: none"><li>• Consistent extramural support for an established research program</li></ul>
<ul style="list-style-type: none"><li>• Award of extramural support for work in clinical area of interest.</li></ul>	
<ul style="list-style-type: none"><li>• Service on editorial boards, or consistent contributions as ad-hoc reviewer for clinical journals.</li></ul>	

## Appendix E Academic and Administrative Service

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

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

<b>Excellent</b>	<b>Outstanding</b>
<ul style="list-style-type: none"> <li>Participates in mentoring of trainees and junior colleagues</li> </ul>	<ul style="list-style-type: none"> <li>Formal primary mentoring of faculty, and trainees</li> </ul>
<ul style="list-style-type: none"> <li>Committee membership within the Department or College.</li> </ul>	<ul style="list-style-type: none"> <li>Committee membership at the university level.</li> </ul>
<ul style="list-style-type: none"> <li>Task force membership</li> </ul>	<ul style="list-style-type: none"> <li>Task force membership at the university level.</li> </ul>
<ul style="list-style-type: none"> <li>Thesis committee membership</li> </ul>	<ul style="list-style-type: none"> <li>Major leadership role within a committee or task force</li> </ul>
<ul style="list-style-type: none"> <li>Student/faculty advisor or mentor</li> </ul>	<ul style="list-style-type: none"> <li>Appointment to position of significant responsibility within the Department, College or University</li> </ul>
<ul style="list-style-type: none"> <li>Journal reviewer</li> </ul>	<ul style="list-style-type: none"> <li>Editorial board of professional or scientific journals</li> </ul>
<ul style="list-style-type: none"> <li>Individual grant reviewer or local grant review committee</li> </ul>	<ul style="list-style-type: none"> <li>Federal/national study section or grant review committee Leadership role in dealing with health issues at regional, national or international levels</li> </ul>
<ul style="list-style-type: none"> <li>Lectures to the lay public</li> </ul>	<ul style="list-style-type: none"> <li>Leadership role in national/international professional organization</li> </ul>
<ul style="list-style-type: none"> <li>Media presentations/interviews</li> </ul>	<ul style="list-style-type: none"> <li>Membership on certification/licensure/specialty boards</li> </ul>





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<ul style="list-style-type: none"> <li>• Participation in health care planning programs</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership role on health organization/hospital committees</li> </ul>
<ul style="list-style-type: none"> <li>• Work with governmental agencies/legislature</li> </ul>	<ul style="list-style-type: none"> <li>• Session chair/moderator at national/international meetings</li> </ul>
<ul style="list-style-type: none"> <li>• Leadership role in dealing with health issues at local level</li> </ul>	
<ul style="list-style-type: none"> <li>• Board membership on health-related organizations or agencies</li> </ul>	
<ul style="list-style-type: none"> <li>• Officer in local professional organization</li> </ul>	
<ul style="list-style-type: none"> <li>• Membership on health organization/hospital committees</li> </ul>	
<ul style="list-style-type: none"> <li>• Participation in public education and advocacy activities</li> </ul>	

## Appendix F Clinical Service

In addition to examples given above, the list below offers additional examples for the evaluation of clinical services. These items are examples and not intended to be all-inclusive:

<b>Excellent</b>	<b>Outstanding</b>
<ul style="list-style-type: none"> <li>• Departmental and/or interdepartmental recognition of excellence in clinical skills by peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition of mastery of clinical skills by:               <ul style="list-style-type: none"> <li>○ Becoming a regional source of referral for expert opinion.</li> <li>○ Invitations to participate in practice guideline committees, external program reviews.</li> <li>○ Invitations to consult with government, insurance, or drug agencies.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Consistently favorable reports on quality assurance and/or risk management assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Creatively revises and improves quality assurance and/or risk management procedures.</li> </ul>
<ul style="list-style-type: none"> <li>• Consistently favorable reports in patient satisfaction assessments collected by the institution.</li> </ul>	<ul style="list-style-type: none"> <li>• Recipient of awards for outstanding patient care delivery.</li> </ul>
<ul style="list-style-type: none"> <li>• Creative, active participation in the evaluation of the effectiveness (quality, utilization, access, cost) of the care being provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of new techniques, therapies, or health care delivery systems that have improved the health of the population served.</li> </ul>
<ul style="list-style-type: none"> <li>• Evidence that a unique clinical service is provided.</li> </ul>	