

RESEARCH EDUCATOR TRACK (RE)

Research Educators are faculty members whose major effort (at least 50%) is participation in research and who also provide education, service, and, if appropriate, clinical care.

REQUIREMENTS FOR APPOINTMENT TO ASSISTANT PROFESSOR ON THE RESEARCH EDUCATOR TRACK

Evidence of academic potential and of commitment to academic pursuits in the biomedical sciences, as demonstrated by the following criteria:

1. High-quality research-intensive professional training and experience, with an appropriate academic/professional degree. Formal post-doctoral research training or other evidence of scholarly activity or research productivity beyond degree requirements, as indicated by research publications in refereed journals and presentations. Training should indicate potential for independent investigation.
2. Commitment to high-quality teaching.
3. Where appropriate, clinical competence demonstrated by high-quality professional training and experience. Board certification is expected as appropriate, except in unusual circumstances (e.g., full certification delayed because of board requirement for a specified number of years in practice or when training obtained outside the U.S. makes the individual ineligible for U.S. board certification). A requirement for sub-specialty board certification is left to the discretion of the department.

REQUIREMENTS FOR PROMOTION TO ASSOCIATE PROFESSOR ON THE RESEARCH EDUCATOR TRACK

1. A minimum of five years of service at the rank of Assistant Professor, in all but exceptional circumstances.
2. The primary criterion is distinction in research that is rigorous, sustained, and original or novel, has a distinctive focus, has a trajectory of increased quality and quantity, and has fundamental significance or impact. Peer recognition as a scholar at the national/international level is required. Publication of original investigations in peer-reviewed journals is of greatest importance, and patents are also important evidence of scholarship. Reviews and chapters may be considered as well, particularly when the requests to author such publications are indicative of the individual's national/international stature. Publications that include trainees as co-authors are considered for evaluation of teaching as well as for scholarship. Success in competitive investigator-initiated extramural funding, especially at the national/international level, is expected. The faculty member may be the primary investigator or one who provides critical intellectual input to collaborative research while establishing an independent focus. Notice will be taken of grant

submissions, even if not funded, when the score is relatively favorable and the critique seems promising. High-level service based on scholarly stature and accomplishment contributes to the evaluation of scholarship.

3. Documented evidence of excellent performance in biomedical education is expected. Education may take many forms, including classroom teaching, clinical teaching, development of curricula and educational materials, and mentorship of research trainees. Positive reviews by learners (including faculty) and, where available, by peers, demonstrate excellent performance as an educator and/or mentor. As noted in section 2 above, publications that include trainees as co-authors are considered for evaluation of teaching as well as of scholarship.
4. For faculty with clinical activity, maintenance of board certification in the primary specialty or subspecialty is expected as appropriate. Competence in clinical performance must be documented and verified by the department. Maintenance of board certification is expected as appropriate, except in unusual circumstances (e.g., full certification delayed because of board requirement for a specified number of years in practice or when training obtained outside the U.S. makes the individual ineligible for U.S. board certification). A requirement for sub-specialty board certification is left to the discretion of the department.
5. Effective participation in administrative and committee responsibilities is expected and may include service at the levels of Department, School, University, physician practice plans, affiliate medical organizations (as appropriate), community, government and/or one's profession. Service activities which are invited because of scholarly expertise and recognition may also be considered under scholarship. Service activities which reflect expertise in education (e.g., writing national examination questions) may also be considered under education.

REQUIREMENTS FOR APPOINTMENT OR PROMOTION TO PROFESSOR IN THE RESEARCH EDUCATOR TRACK

1. A minimum of five years of service at the rank of Associate Professor, in all but exceptional circumstances.
2. Research accomplishment must be rigorous and original or novel, and with fundamental significance or impact. This accomplishment might represent an expansion of the basis for promotion to Associate Professor into a more substantial and more mature level of academic achievement. On the other hand, the accomplishment may embody a change in research focus. Publications should emphasize original investigations in peer-reviewed journals, and patents are also important evidence of scholarship. Reviews and chapters may be considered as well, particularly when the requests to author such publications are indicative of the individual's national or international stature. Publications that include trainees as co-authors are valued for teaching as well as scholarship. Research

accomplishment will have resulted in appropriate (e.g., national or international) recognition, leadership stature, and eminence in the peer group that is appropriate for the area of research. Evidence of eminence shall include peer-reviewed publications and competitive external funding, especially on the national or international level. The candidate may be the primary investigator or one who provides critical intellectual input to collaborative research. Promotion to Professor requires not only past and current scholarly achievement but also promise of continuing achievement. The quality of the actual scholarship is given the primary weight in assessment; quantity is of lesser significance. Participation in high-level service based on scholarly stature and accomplishment contributes to the evaluation of scholarship.

3. Documented excellence in biomedical education is expected. Education may take many forms, including classroom teaching, clinical teaching, development of curricula and educational materials, and mentorship of research trainees. Publications that include trainees as co-authors are valued for teaching as well as scholarship. Mentorship of faculty is also an important role for mid-career and senior faculty. Reviews by peers and the recipients of the teaching efforts (i.e., students, residents, fellows, faculty, and staff) demonstrate excellent performance as an educator and/or mentor.
4. For faculty with clinical activity, competence in clinical performance must be documented and verified by the department. Maintenance of board certification is expected as appropriate, except in unusual circumstances (e.g., full certification delayed because of board requirement for a specified number of years in practice or when training obtained outside the U.S. makes the individual ineligible for U.S. board certification). A requirement for sub-specialty board certification is left to the discretion of the department.
5. Effective participation in administrative and committee responsibilities is required. These may include service at the Department, School, University, physician practice plans, affiliate medical organizations (as appropriate), community, government and/or one's profession. The achievement of a national and/or international reputation of excellence is expected, as reflected by service on invited or elected national and/or international committees, boards, and governing bodies. Service activities which are invited because of expertise and recognition may also be considered under scholarship. Service activities which reflect expertise in education (e.g., writing national examination questions) may also be considered under education.

CLINICAL SCHOLAR TRACK (CS)

Clinical Scholars are clinical faculty members who conduct research and provide education, service, and clinical care. As a general guideline, their research activity is at least 40% of their total effort.

REQUIREMENTS FOR APPOINTMENT AS ASSISTANT PROFESSOR ON THE CLINICAL SCHOLAR TRACK

Evidence of academic potential and of commitment to academic medicine and medical sciences and a strong commitment to basic, translational, and/or clinical research, as demonstrated by the following criteria:

1. High-quality professional training, experience, and a professional degree or an academic degree that includes research training. Alternatively, research productivity (e.g., peer-reviewed original observations, grant support, abstracts, and/or presentations) indicative of academic potential and commitment may be an appropriate substitute for formal research training. Formal research training or other evidence of scholarly activity or research productivity beyond medical degree requirements should indicate the candidate's potential for success. This training may include research-intensive clinical fellowship experience, and the other evidence of scholarly activity may include publications in refereed journals and presentations. The research training experience should demonstrate the candidate's potential for independent investigation and/or ability to provide a unique contribution to collaborative research.
2. Commitment to seek external funding for research.
3. Commitment to high-quality teaching.
4. Clinical competence demonstrated by high-quality professional training and experience. Board certification is expected as appropriate, except in unusual circumstances (e.g., full certification delayed because of board requirement for a specified number of years in practice or when training obtained outside the U.S. makes the individual ineligible for U.S. board certification). A requirement for sub-specialty board certification is left to the discretion of the department.

REQUIREMENTS FOR PROMOTION OR APPOINTMENT TO ASSOCIATE PROFESSOR ON THE CLINICAL SCHOLAR TRACK

1. A minimum of five years of service at the rank of Assistant Professor, in all but exceptional circumstances.
2. Substantial research accomplishment as evidenced by success in publication and appropriate competitive extramural funding, especially on the regional or national level, which may include investigator-initiated industry grants or contracts.

Patents are also important evidence of scholarship. Notice will be taken of grant submissions, even if not funded, when the score is relatively favorable and the critique seems promising. Research must be rigorous and sustained and should have a distinctive focus and a trajectory of increasing quality and quantity. Publications should emphasize original investigations in peer-reviewed journals but may include reviews and chapters, particularly when the requests to author such publications are indicative of the individual's national or international stature. Case reports are given less credit, with the exception of first reports of new diseases or reports that represent significant scientific advances. Publications that include trainees as co-authors are considered for evaluation of teaching as well as of scholarship.

Collaborative scholarship may satisfy these criteria where the contribution of the candidate can be made clear. Therefore, the faculty member may be the primary investigator or one who provides critical intellectual input to collaborative research. An example of such research could be concept-driven scientific collaborative investigations (e.g., multi-center or investigator-initiated studies leading to highly recognized publications, development of clinical guidelines or position papers with national or international collaborators, studies with novel concepts or potential of advancing translational work in the related field, novel platform research establishing ground work for further clinical research, or developing exploratory ancillary studies concurrent with larger multi-center trials). The faculty member must provide documentation of her/his pivotal role in collaborative research and publications. Participation in high-level service based on scholarly stature and accomplishment contributes to the evaluation of scholarship.

3. Excellent performance in biomedical education is expected. Education may take many forms, including classroom teaching, clinical teaching, development of curricula and educational materials, and mentorship of trainees and colleagues. As stated in section 2 above, publications that include trainees as co-authors are valued for teaching as well as scholarship. Positive reviews by learners (including faculty) and, where available, by peers, demonstrate excellent performance as an educator and/or mentor.
4. Competence in clinical performance must be documented and verified by the department. Maintenance of board certification is expected as appropriate, except in unusual circumstances (e.g., full certification delayed because of board requirement for a specified number of years in practice or when training obtained outside the U.S. makes the individual ineligible for U.S. board certification). A requirement for sub-specialty board certification is left to the discretion of the department.
5. Effective participation in administrative and committee responsibilities is expected. This may include service at the levels of the Department, School, University, physician practice plans, affiliate medical organizations (as

appropriate), community, government, and/or one's profession. Service activities which are invited because of scholarly expertise and recognition may also be considered under scholarship. Service activities which reflect expertise in education (e.g., writing national examination questions) may also be considered under education.

REQUIREMENTS FOR APPOINTMENT OR PROMOTION TO PROFESSOR ON THE CLINICAL SCHOLAR TRACK

1. A minimum of five years of service at the rank of Associate Professor, in all but exceptional circumstances.
2. Research accomplishment must be rigorous, sustained, and original or novel, and of fundamental significance or impact. Such accomplishment might be different from the basis for promotion to Associate Professor or might represent the expansion of the basis for promotion to Associate Professor into a more substantial and more mature body of work. Publications should emphasize original investigations in peer-reviewed journals but may include reviews and chapters, particularly when the requests to write such publications are indicative of the individual's national or international stature. Patents are also important evidence of scholarship. Case reports are given less credit, with the exception of first reports of new diseases or reports that represent significant scientific advances. Publications that include trainees as co-authors are valued for teaching as well as for scholarship.

External letters of evaluation must indicate excellent performance comparable to peers at a similar career stage. Collaborative scholarship may satisfy these criteria where the contribution of the candidate can be made clear. The faculty member must provide adequate documentation of her/his pivotal role in collaborative research and publications.

Research accomplishment will have resulted in national or international recognition, leadership stature, and eminence in the peer group that is appropriate for the area of research. Research accomplishment may include national or international funding. Notice will be taken of grant submissions, even if not funded, when the score is relatively favorable and the critique seems promising. The assessment will not be made solely on the basis of past achievements but also on the extent to which past achievements promise future achievement. The quality of the actual scholarship, or the likelihood of such, is given the primary weight in assessment; quantity is of lesser significance. Participation in high-level service based on scholarly stature and accomplishment contributes to the evaluation of scholarship.

3. Documented excellence in biomedical education is expected. Education may take many forms, including classroom teaching, clinical teaching, development of curricula and educational materials, and mentorship of research trainees. As stated

- in section 2 above, publications that include trainees as co-authors are valued for teaching as well as scholarship. Mentorship of faculty is also an important role for mid-career and senior faculty. It is expected that this education will be over and above the mentorship of trainees as part of the research program (which is also expected and for which credit will be given). Positive reviews by learners (including faculty) and, where available, by peers, demonstrate excellent performance as an educator.
4. Competence in clinical performance must be documented and verified by the department. Maintenance of board certification is expected as appropriate, except in unusual circumstances (e.g., full certification delayed because of board requirement for a specified number of years in practice or when training obtained outside the U.S. makes the individual ineligible for U.S. board certification). A requirement for sub-specialty board certification is left to the discretion of the department.
 5. Effective service in administrative and committee responsibilities is expected. These may include service at the levels of the Department, School, University, physician practice plans, affiliate medical organizations (as appropriate), community, government, and/or profession. The achievement of a national and/or international reputation of excellence is expected, as reflected by service on invited or elected national and/or international committees, boards, and governing bodies. Service activities which are invited because of expertise and/or recognition may also be considered under scholarship. Service activities which reflect expertise in education (e.g., writing national examination questions) may also be considered under education.

CLINICAL EDUCATOR (CE)

Clinical Educators are faculty members who provide clinical care, education, and service, generally for at least 75% of their effort. Research is valued, but it is not essential. However, scholarship, in the broadest sense, is required.

CRITERIA FOR APPOINTMENT AS ASSISTANT PROFESSOR ON THE CLINICAL EDUCATOR TRACK

Evidence of academic potential and commitment to academic medicine and/or medical sciences, as demonstrated by the following criteria:

1. Clinical competence demonstrated by high-quality professional training and experience. Board certification is expected as appropriate, except in unusual circumstances (e.g., non-physicians or physicians with full certification delayed because of board requirement for a specified number of years in practice or when training obtained outside the U.S. makes the individual ineligible for U.S. board certification). A requirement for sub-specialty board certification is left to the discretion of the department.
2. Strong commitment to high-quality teaching.
3. Commitment to scholarly activity.

CRITERIA FOR PROMOTION/APPOINTMENT TO ASSOCIATE PROFESSOR ON THE CLINICAL EDUCATOR TRACK

1. A minimum of five years of service at the rank of Assistant Professor, in all but exceptional circumstances.
2. A significant program of excellent clinical activity is required. Clinical competence, as verified by the department, is required. Maintenance of board certification is expected as appropriate, except in unusual circumstances (e.g., non-physicians or physicians with when training obtained outside the U.S. makes the individual ineligible for U.S. board certification). A requirement for sub-specialty board certification is left to the discretion of the department.
3. A primary focus on teaching and/or activities that enhance effectiveness of education distinguishes faculty members in this track. This focus should result in excellent performance as an educator in such activities as classroom/clinical teaching, development of curricula and educational materials, and mentorship of trainees. Teaching awards and positive reviews by learners (including faculty), and, where available, by peers demonstrate excellent performance as an educator. Evidence of training to improve as an educator may be used as a factor in assessment of teaching. Excellence in educational scholarly activities is evaluated not only for scholarship but also for teaching when conducted with trainees.

4. Evidence of scholarship is required and may include a broad variety of accomplishments, such as publications of original observations, review articles, case reports, letters to the editor, clinical outcomes studies, educational outcomes studies, books, book chapters, and electronically disseminated materials. Scholarship may also include patents, study protocols, clinical guidelines, and dissemination of curricula or curricular models, evaluation methodologies, faculty development programs, study guides, computer-aided tools, teaching tools, and workbooks. As in section 3 above, scholarly activities are valued not only for scholarship but also as teaching when conducted with trainees. Research accomplishment is valued, but not required, in this track.
5. Effective participation in administrative and committee responsibilities is required. These responsibilities may include service at the levels of the Department, School, University, physician practice plans, affiliate medical organizations, community, government, and/or one's profession. Service activities which are invited because of scholarly expertise and recognition may also be considered under scholarship. Service activities which reflect expertise in education may also be considered under education. Evidence of training to develop skills as an administrator or academic leader may be used as a factor.

CRITERIA FOR APPOINTMENT OR PROMOTION AS PROFESSOR ON THE CLINICAL EDUCATOR TRACK

1. A minimum of five years at the rank of Associate Professor, in all but exceptional circumstances.
2. A significant program of excellent clinical activity and/or clinical leadership at the regional or national level (e.g., writing clinical practice guidelines). Clinical competence, as verified by the department, is required. Maintenance of board certification is expected as appropriate, except in unusual circumstances (e.g., non-physicians or physicians with full certification delayed because of board requirement for a specified number of years in practice or when training obtained outside the U.S. makes the individual ineligible for U.S. board certification). A requirement for sub-specialty board certification is left to the discretion of the department.
3. A primary focus on teaching and/or activities that enhance effectiveness of education distinguishes faculty members in this track. This focus should result in excellent performance as an educator. This may be demonstrated by classroom/clinical teaching, development of curricula and educational materials, mentorship of trainees, and/or excellence in educational administration. Excellence in leadership in the department or higher levels and mentorship of junior faculty is expected. Scholarly activities are valued not only for scholarship but also as teaching when conducted with trainees. Teaching awards and positive reviews by peers, learners, and mentees (students/residents/fellows/faculty

colleagues, and staff) and/or external recognition of teaching, especially at the national level, demonstrate excellent performance as an educator. Evidence of training to improve as an educator may be used as a factor in assessment of teaching.

4. Expectation of sustained scholarship which may include a broad variety of accomplishments, such as publications of original observations, review articles, case reports, letters to the editor, clinical outcomes studies, educational outcomes studies, books, book chapters, and electronically disseminated materials. Scholarship may also include patents, study protocols, clinical guidelines, and dissemination of curricula or curricular models, evaluation methodologies, faculty development programs, study guides, computer-aided tools, teaching tools, and workbooks. Scholarly activities are valued, not only for scholarship, but also as teaching when conducted with trainees. Although research accomplishment is not required in this track, it is valued.
5. Effective service in administrative and committee responsibilities is required. These responsibilities may include participation at the levels of the Department, School, University, physician practice plans, affiliate medical organizations, community, government, and/or one's profession. Professional service may be reflected by participation on invited or elected national and/or international committees, boards, and professional governing bodies. Service activities which are invited because of expertise and/or recognition may also be considered under scholarship. Service activities are expected to emphasize education.

EDUCATOR SCHOLAR TRACK (ES)

Educator Scholars are faculty members from various disciplines whose primary professional activities are in the delivery, enhancement, and/or administration of education, as well as in scholarship related to these activities. Faculty in other tracks may request transfer into the Educator Scholar track because of changes in career direction.

CRITERIA FOR APPOINTMENT AS ASSISTANT PROFESSOR ON THE EDUCATOR SCHOLAR TRACK

Evidence of academic potential and of commitment to excellence in administration, education, and/or research in medical and/or graduate education and/or education of faculty, as demonstrated by the following criteria:

1. High-quality professional training, experience, and appropriate academic/professional degree.
2. Strong commitment to education.
3. Where appropriate, clinical competence demonstrated by high-quality professional training and experience. Board certification is expected as appropriate, except in unusual circumstances (e.g., full certification delayed because of board requirement for a specified number of years in practice or when training obtained outside the U.S. makes the individual ineligible for U.S. board certification). A requirement for sub-specialty board certification is left to the discretion of the department

CRITERIA FOR PROMOTION TO ASSOCIATE PROFESSOR ON THE EDUCATOR SCHOLAR TRACK

1. A minimum of five years at the rank of Assistant Professor, in all but exceptional circumstances.
2. Excellence in education is best demonstrated by a documented substantial educational effort that may include a major responsibility for (i.e., leadership role in) an educational program. Positive reviews by learners (including faculty) and, where available, by peers, may be used to demonstrate excellence as an educator and/or mentor. The primary criterion for promotion will be a record of enhancing medical and/or graduate education, and/or faculty development. Education includes any activity that fosters learning. This may include direct teaching (e.g., lecturing, tutoring, facilitation of lab or small group exercises, and clinical teaching) creation of associated instructional materials and learning aids. Education may also include activities associated with measuring: a) learners' knowledge, skills, attitudes, and/or b) the effectiveness of educational programs. Mentoring or advising that facilitates the accomplishment of a mentee's or advisee's goals is also highly valued, as are leadership and administrative activities that enhance SOM educational and scientific programs. Scholarly activities conducted with trainees are valued for education as well as for scholarship.

3. Scholarship is required and may be demonstrated by the publication of original research in peer-reviewed journals, patents, review articles, education outcomes studies, descriptive studies (e.g., about curriculum development and instructional models), and by electronic dissemination of educational programs or tools (e.g., computer programs and digital media). Additional scholarship to be considered includes accomplishments such as book chapters, publications of new evaluation methodologies, adaptations of educational methods to novel circumstances, faculty development programs, and study guides and workbooks adopted or endorsed by other institutions or external organizations. Scholarship may also include patents. As indicated in section 2 above, scholarly activities are valued not only for scholarship but also as education when conducted with trainees.

External funding in support of educational programs (including evaluation programs) and/or research methodologies is desired but not required.

4. Service is expected. This may include committee membership and/or administrative service in the Department, School, University, physician practice plans, affiliated institutions (as appropriate), community, and government and/or one's profession at the local, regional, and/or national level. Leadership in such activities is highly valued. Service activities which are invited because of scholarly expertise and recognition may also be considered under scholarship. Service activities are expected to emphasize education.
5. For faculty with clinical activity, clinical competence, as verified by the department, is required. Maintenance of board certification is expected as appropriate, except in unusual circumstances (e.g., full certification delayed because of board requirement for a specified number of years in practice or when training obtained outside the U.S. makes the individual ineligible for U.S. board certification). A requirement for sub-specialty board certification is left to the discretion of the department.

CRITERIA FOR APPOINTMENT OR PROMOTION TO PROFESSOR ON THE EDUCATOR SCHOLAR TRACK

1. A minimum of five years at the rank of Associate Professor, in all but exceptional circumstances.
2. A significant and sustained record of educational excellence beyond that justifying promotion to Associate Professor. This is demonstrated by a record of superior performance as an educator and/or excellence in educational administration, and national/international recognition as an outstanding educator. Sustained and effective mentoring of faculty peers and trainees is indicative of educational excellence. Scholarly activities conducted with trainees are valued for education as well as for scholarship.

3. Scholarship that represents a progression of ideas and accomplishments is required, and such scholarship generally will be in the areas of educational content, educational evaluation, and/or educational leadership. Peer recognition as a scholar in the field of education at the national and/or international level is expected. This may be demonstrated through professional society leadership and/or editorial board appointments. External funding in support of educational programs (including evaluation programs) and/or research methodologies is desired but not required. Scholarship may also include patents. As in section 2 above, scholarly activities are valued not only for scholarship but also as education when conducted with trainees.
4. Leadership of committees and/or sustained and progressive leadership in educational administration is expected. Leadership activities that transform educational programs and advance the fields of medical education and/or graduate programs are highly valued. This may include leadership on key committees in the Department, School, University, affiliated institutions (as appropriate), community, and government and/or one's profession at the local, regional, and/or national level. Leadership may also be demonstrated by service as an invited or elected member on SOM, University, regional, national and/or international committees, boards, and governing bodies. Service activities which are invited because of expertise and/or recognition may also be considered under scholarship. Service activities are expected to emphasize education, and service activities which reflect expertise in education may also be considered under education.
5. For faculty with clinical activity, clinical competence, as verified by the department, is required. Maintenance of board certification is expected as appropriate, except in unusual circumstances (e.g., full certification delayed because of board requirement for a specified number of years in practice or when training obtained outside the U.S. makes the individual ineligible for U.S. board certification). A requirement for sub-specialty board certification is left to the discretion of the department.

RESEARCH TRACK (R)

Faculty members whose only obligation is research, without requirement for teaching and service, are in the Research track. Although not required, teaching and/or service can be recognized and rewarded in the annual merit review process.

The Research track may provide a pathway for academic advancement of faculty members such as those who are:

- senior postdoctoral students and/or other investigators who would be eligible apply for extramural funding.
- junior and wish to focus exclusively on the development of independent research
- independent investigators who do not want to engage in teaching or service
- investigators who are active in collaborative research, but who are not eligible to apply for grants and for whom tenure does not apply, such as faculty members in the Perinatal Research Branch of the NIH
- investigators who provide essential expertise in the application of a core facility's resources to innovative research
- investigators who provide essential expertise, such as biostatistical consultation, to multiple funded research projects

REQUIREMENTS FOR APPOINTMENT AS ASSISTANT PROFESSOR ON THE RESEARCH TRACK

Evidence of academic potential and of commitment to academic medicine and research in biomedical sciences, as demonstrated by the following criteria:

1. An academic/professional degree and high-quality professional training and experience.
2. Other evidence of scholarly activity or research productivity beyond degree requirements, as indicated by abstracts, presentations, and/or publications in refereed journals.

REQUIREMENTS FOR PROMOTION TO ASSOCIATE PROFESSOR ON THE RESEARCH TRACK

1. A minimum of five years at the rank of Assistant Professor, in all but exceptional circumstances.
2. The primary criterion is leadership of, or essential contribution to, research that is rigorous and original or novel. The publication record should reflect a trajectory of increased quality and quantity and demonstrate peer recognition as a scholar making essential contributions to peer-reviewed research of others at Wayne State University and/or independent recognition as a scholar at the regional and/or national level. Patents are also important evidence of scholarship. Evidence of recognition may also include documented contributions to the successful efforts

of other investigators to obtain research funds from regional and national funding agencies and/or independent funding from the same.

**REQUIREMENTS FOR APPOINTMENT OR PROMOTION TO PROFESSOR
ON THE RESEARCH TRACK**

1. A minimum of five years at the rank of Associate Professor, in all but exceptional circumstances.
2. The primary criterion is leadership of, or essential contribution to, research that is rigorous and original or novel. The publication record should reflect a continuing trajectory of increased quality and quantity and demonstrate peer recognition as a scholar at the national and/or international level and/or a demonstrated leadership role in the development of essential support services for ongoing peer-reviewed research of other investigators. Patents are also important evidence of scholarship. Evidence of recognition may also include peer-reviewed, competitive national funding for independent and/or collaborative research.