

Companion Document

February 2023

This companion document is intended to assist all faculty, including department chairs and Type II center directors, in gaining a better understanding of the criteria for appointment at and promotion to senior rank, as well as award of academic tenure, by specifically describing the faculty tracks and professional categories.

This document addresses four (4) topics, each containing a Frequently Asked Questions (FAQs) segment. Professional Category Tables are included in Appendix I at the end of the document.

- **Appointment of Faculty** **Page 1**
- **Faculty Tracks** **Page 1 - 2**
- **Professional Categories** **Page 2 - 6**
- **Appointment at and Promotion to Senior Rank** **Page 6 - 20**

- **Appendix I: Professional Category Tables:** For each professional category and proposed rank, examples are provided of common achievements in scholarship, recognition and leadership, and other professional activities

Appointment of Faculty

An appointment as a faculty member is recognition that a faculty member will make meaningful contributions to the School of Medicine's teaching, research, and/or clinical missions.

All nominations for appointment at or promotion to senior rank, and award of tenure, must be reviewed by the Senior Appointments and Promotions Committee (SAPC) and approved by the Dean of the School of Medicine, the Provost, and the Board of Directors. The exception to this rule, as allowed by the School of Medicine Bylaws, applies to department chairs.

If you are a faculty member that has been hired from another institution where you held senior rank, the chair can provide an initial faculty appointment as a Visiting Associate Professor or Visiting Professor (the rank held at your current institution). However, all required nomination materials supporting a senior appointment must be submitted to the SAPC within 60 days of your start date. If this information does not get submitted, your title will be changed to "Assistant Professor."

Faculty Tracks

Faculty members employed by the University are assigned to either an in-residence or a tenure track position. In residence faculty appointments and reappointments are typically for periods of 2 years.

Affiliated faculty members are employed by and work 80% time or greater at affiliated institutions so designated in affiliation agreements.

Community-Based faculty members are employed by other, non-affiliated institutions, by a private practice, or by an affiliated institution for less than 80% time and effort.

Adjunct faculty members are non-clinical community faculty who may or may not be paid to teach on a per assignment basis.

FAQs: Tracks for Faculty employed by UConn Health

For faculty employed by UConn Health, what are the differences between in-residence and tenure track positions?

In-Residence Track:

The majority of our faculty are in the in-residence track. If applicable for your position, in-residence faculty are expected to have external funding for research and/or contracted clinical efforts.

In-residence faculty positions may be full-time or part-time and may be in professional categories with or without a nine-year probationary clock.

Tenure Track:

A tenure track position is commensurate with a permanent faculty position should tenure be awarded.

The Dean is responsible for allocating tenure track positions. Tenure track positions are granted only to persons of outstanding achievement and only to faculty who work full-time in the School of Medicine. Tenure track faculty are always in a professional category with a probationary clock and therefore, cannot be in the Medical Educator or Medical Researcher categories.

Who decides to which track – the tenure track or in-residence track – I will be assigned?

Discussions regarding faculty positions generally take place between the Dean and the chair and/or Type II center director.. The Dean and the Provost decide on whether a tenure track position is approved. If a tenure track position is approved, a faculty member recruited for this position is appointed in the tenure track.

May faculty switch from one track to the other?

On occasion a faculty member switches out of a tenure track position or into a tenure track position. In either case, a faculty member may do so only once, and such change is irreversible and must be approved by the Chair and Dean.

Professional Categories

Professional categories provide written criteria for promotion and tenure for faculty in the tenure, in-residence and affiliated tracks. At the time of appointment, faculty in those tracks are required to choose the appropriate professional category. This is done in consultation with and approval of the department chair and requires final approval of the Dean or Dean's designee. The selected professional category should be consistent with your responsibilities and contributions to the School of Medicine, as well a focus of scholarship. With a diverse selection of professional categories available, each faculty member is offered an excellent opportunity to select a category that will accurately align with your responsibilities and areas of expertise.

The following is a list of the *professional categories:

- **Investigator**
- **Clinician-Investigator**
- **Clinician-Scholar**
- **Medical Educator**
- **Medical Researcher**
- ***Clinical Xology**

*Note: The Clinical Xology professional category is no longer available as an initial selection and therefore will not be further referenced in this document.

In some professional categories the faculty member is required to meet all requirements outlined in the category while in others, the faculty member chooses a “leg” in which to focus work and activities for promotion. Each professional category identifies and highlights the importance of teaching as a requisite component for promotion.

FAQs: Professional Categories for Tenure Track Faculty

Who chooses my professional category as a tenure track faculty?

In consultation with your department chair, you will choose a professional category which will be reviewed/approved by the Dean’s designee. This is usually done in the weeks following your arrival as a faculty member of the School of Medicine.

As a tenure track faculty, will I have a nine-year probationary clock?

Yes. As a tenure track faculty, you must be in a professional category with a nine-year clock.

The following professional categories are available for your selection as a tenure track faculty:

- Investigator
- Clinician-Investigator
- Clinician-Scholar

What is my timeframe for promotion and tenure as a tenure track faculty?

Assistant Professors in the tenure track have a nine-year probationary period and must be promoted and awarded tenure by the end of the eighth year, meaning you must submit your application for promotion and tenure by the end of year seven of your appointment. If you are not promoted and awarded tenure by the end of the eighth year, the ninth year is your terminal year of employment, as defined by the University Bylaws.

When does my probationary clock begin?

Your probationary clock begins on September 1st of the calendar year in which you were appointed in the position of Assistant Professor, tenure track begins.

What is the minimum time in rank as an Assistant Professor, tenure track, before I can be nominated for promotion and tenure?

Ordinarily, you are expected to serve five (5) years in rank as an Assistant Professor in the tenure track before being nominated for promotion and tenure.

May I use time served at a different institution towards the probationary period in the School of Medicine for a tenure track position?

Service at another institution may be credited towards tenure and must be agreed upon at the time of appointment by your department chair, and the Dean of the School of Medicine.

May faculty switch from one professional category to another?

On occasion a faculty member switches out of one professional category into another when his/her job description and duties better fit in a different professional category. According to the School of Medicine Bylaws, change of professional category can occur at any time, but must occur at least two years before you may be considered for promotion or tenure and must be approved by your department chair and the Dean/ Dean designee. Note that Assistant Professors who switch from a category with a promotional clock into the Medical Educator or Medical Researcher professional category may only do so through the end of year eight (8).

Also of note is that individuals with tenure are not eligible to transfer into the Medical Educator or Medical Researcher categories.

Are faculty members allowed to request an extension in the probationary clock?

There are unique life circumstances that may result in a need to request an interruption in the promotional clock. These unique situations can be discussed with the Faculty Affairs Office and with the Dean. The request for an extension will ultimately require approval by the respective department chair and the Dean.

FAQs: Professional Categories for In-Residence Faculty

Who chooses my professional category as an in-residence faculty?

In consultation with your department chair, you choose a professional category which will be reviewed and approved by the Dean/Dean's designee. This is usually done in the weeks following your arrival as a faculty member of the School of Medicine.

As an in-residence faculty, will I have nine-year promotional clock?

As an in-residence faculty, you do have a promotional clock if you are in one of the following professional categories:

- Investigator
- Clinician-Investigator
- Clinician-Scholar

As an in-residence faculty, you do not have a promotional clock if you are in one of the following professional categories:

- Medical Educator
- Medical Researcher

There is no limit to your time in rank as Assistant Professor in either the Medical Educator or Medical Researcher professional categories.

What is my time frame for promotion as an in-residence faculty with a promotional clock?

Assistant Professors (In Residence) who are in professional categories with a promotional clock have a nine-year probationary period and must be promoted by the end of the ninth year, meaning you must submit your application for promotion by the end of year eight of your appointment. The clock is pro-rated if you are part-time faculty. If not promoted by the end of year nine, employment ends. However, a terminal tenth year may be granted at the discretion of your department chair.

If I am in a professional category with a clock, when does my promotional clock begin?

The promotional clock begins on September 1st of the calendar year in which your appointment as Assistant Professor begins.

What is the minimum time I must serve as an Assistant Professor (In Residence) before I can be nominated for promotion?

There is not a minimum time in rank requirement for in-residence faculty.

Can I request an extension in the promotional clock?

There are unique life circumstances that may result in a faculty member needing to request an interruption in the promotional clock. These unique situations can be discussed with the Faculty Affairs Office and the Dean. The request for an extension will ultimately require approval by your department chair and the Dean.

FAQs: Professional Categories for Affiliated Faculty

As an affiliated faculty, who chooses my professional category?

In consultation with your academic department chair, you choose a professional category which will be reviewed and approved by the Dean/Dean's designee. This is usually done in the weeks following the start date of your faculty appointment in the School of Medicine.

As an affiliated faculty, will I have a nine-year promotional clock?

A promotional clock associated with a particular professional category has not been applied to faculty in the affiliated track.

The following professional categories are available to affiliated faculty:

- Investigator
- Clinician-Investigator
- Clinician-Scholar
- Medical Educator
- Medical Researcher

Appointment at and Promotion to Senior Rank:

Community Faculty: Community-Based and Adjunct Faculty

Community faculty may be appointed at senior rank based on prior accomplishments using the criteria in one of the professional categories.

For promotion to senior rank, community faculty must demonstrate evidence of continual high quality contributions to the School of Medicine. Their applications should include evidence of contributions and their quality, such as a) medical or graduate student, resident, fellow or post doc evaluations, b) objective efficacy of teaching, c) research productivity and mentorship, and/or d) description of administrative contributions to program development or maintenance.

Faculty Employed by UConn Health and Affiliated Faculty

For School of Medicine faculty paid by the University and affiliated faculty, your appointment at or promotion to senior rank is a reflection of scholarship, leadership, effective involvement in education and recognition of accomplishment in one of the professional categories.

The professional categories in which faculty paid by the University and affiliated faculty are promoted are:

- Investigator
- Clinician-Investigator
- Clinician-Scholar
- Medical Educator
- Medical Researcher

Some professional categories have distinct pathway options, referred to as “legs.” Although you do not need to choose the “leg” you will pursue in advance, you should become familiar with the different legs early on in the process to ensure you understand the requirements of that promotional leg. Although you can achieve excellence in more than one leg, candidates for promotion must choose one leg on which to base your credentials for promotion when submitting promotional materials. Only the accomplishments of relevance to the leg you select will be considered by the SAPC as a basis for appointment or promotion with respect to this criterion.

In addition to being evaluated in the area of achievement and influence in your professional category, you will be evaluated for contributions you make to teaching and education. Teaching is evaluated in the

context of UConn students, residents, and fellows including undergraduate, undergraduate medical/dental, graduate students, graduate medical education residents/fellows, and postdoctoral fellows.

Investigator Professional Category

The Investigator professional category is appropriate for faculty who spend the majority of time performing research. Investigation is broadly defined to include basic science, social and behavioral science, and translational and clinical research, including epidemiology, and bioinformatics. This category is also appropriate if you have research training in diverse fields and bring a unique and critical expertise to the biomedical research team; those participating in large collaborative and multicenter research, as well as those conducting research individually or in small groups.

There are two (2) legs in the Investigator professional category: The independent leg and the collaborative leg. For either leg, the successful candidate for promotion must demonstrate scholarship, which must include publications of original research, and /or publications from large multidisciplinary studies.

All candidates in the Investigator professional category must also demonstrate evidence of active and effective participation in teaching.

For appointment at or promotion to Associate Professor, there must be evidence of local and regional reputation/recognition. For appointment at or promotion to Professor, there must be evidence of a national reputation/recognition. Please see the School of Medicine Bylaws for specific criteria in the Investigator professional category.

The tables at the end of this document provide examples of scholarship, leadership, and recognition considered for promotion to senior rank in the Investigator professional category.

FAQs: Investigator

Does the Investigator professional category lead to tenure?

Both tenure track and in-residence track faculty may select the Investigator professional category. In-residence faculty, regardless of professional category, are not eligible for tenure.

Does the investigator category have a nine-year promotional clock?

Yes.

Assistant Professors in the tenure track who are in the Investigator professional category do have a nine-year probationary period and must be promoted and awarded tenure by the end of the eighth year, meaning you must submit your application for promotion and tenure by the end of year seven of your appointment. If you are not promoted and awarded tenure by the end of the eighth year, the ninth year is the terminal year of employment, as defined by the University Bylaws.

Assistant Professors (In Residence) who are in the Investigator professional category do have a nine-year probationary period and must be promoted by the end of the ninth year, meaning you must submit your applications for promotion by the end of year eight of your appointments. The clock is pro-rated if

you are part-time faculty. If you are not promoted by the end of year nine, your employment ends. However, a terminal tenth year may be granted at the discretion of the department chair.

If I am in the Investigator professional category, when does my promotional clock begin?

The promotional clock begins on September 1st of the calendar year your appointment in the position of Assistant Professor begins.

How many requirements are there for promotion in the Investigator professional category?

This category has two (2) requirements for promotion to Associate Professor: 1) a faculty member must pick the “leg” you want to focus on and 2) a teaching requirement.

For promotion to Professor, there is a third requirement: An established reputation as an original and essential investigator outside UConn Health.

What are the two legs in the Investigator professional category?

There is an independent leg and a collaborative leg. You need only to pick one (1) of the two (2) legs and then provide evidence of accomplishments in that leg.

In the independent leg, you must have a sustained record of exceptional scholarship which most often includes corresponding author on high impact publications of original research.

In the collaborative leg, you must have a sustained record of publications resulting from collaborations with more than one principle investigator on multiple projects to which you have contributed your unique skills. You must make significant, essential, and independent contributions to the published work. For promotion to Associate Professor, you must also demonstrate a periodic publication record as corresponding author of refereed articles in journals that are devoted to the your area (s) of expertise; whereas for promotion to Professor, you must demonstrate a sustained publication record as corresponding author.

Understanding Specific Criteria: Investigator Professional Category

Publications

What represents a record of “periodic” publications?

“Periodic” publications are repeated publications at a lower frequency than sustained.

What represents a record of “sustained” publications?

“Sustained” as per the School of Medicine Bylaws suggests repeated publications at regular intervals throughout the current appointment. There are no specific numbers that represent sustained because other factors will be included in the interpretation of sustained, including but not limited to the type of publication and the discipline in which you are publishing. Generally, if there are gaps in publication it will be important to explain the gap when materials are submitted for a promotion nomination.

Authorship

What is meant by “corresponding author” and more generally, the various positions of authorship?

Operationally the SAPC, the Dean, and the Provost are looking for the author who is responsible for the work done in the journal article and who is listed as the corresponding author. There are several guides that speak to authorship and who meets the criteria to be listed as the corresponding author. A person submitting a manuscript for publication should become fully familiar with a journal’s specific instructions provided to authors regarding authorship.

The following are two suggested guides:

The ICMJE (The International Committee of Medical Journal Editors) defines the corresponding author in the following manner: “The corresponding author is the one individual who takes primary responsibility for communication with the journal during the manuscript submission, peer review, and publication process, and typically ensures that all the journal’s administrative requirements, such as providing details of authorship, ethics committee approval, clinical trial registration documentation, and gathering conflict of interest forms and statements, are properly completed, although these duties may be delegated to one or more co-authors. The corresponding author should be available throughout the submission and peer review process to respond to editorial queries in a timely way, and should be available after publication to respond to critiques of the work and cooperate with any requests from the journal for data or additional information should questions about the paper arise after publication.”

The JAMA (Journal of American Medical Association) provides a similar definition of corresponding author in its section on authorship, and states: “The corresponding author (or coauthor designee) will serve on behalf of all coauthors as the primary correspondent with the editorial office during the submission and review process. If the manuscript is accepted, the corresponding author will review an edited manuscript and proof, make decisions regarding release of information in the manuscript to the news media, federal agencies, or both, and will be identified as the corresponding author in the published article.”

Active and Effective Teaching

What is meant by “active and effective participation” in teaching?

Some examples – though not inclusive – of active and effective participation in teaching include the following:

- Evidence of consistent, significant contributions to School of Medicine or departmental educational goals and objectives
- Demonstration of ability to evaluate/counsel medical and/or graduate students, residents/fellows
- Participation in postgraduate teaching
- Mentoring/Advising students, medical students, graduate students, residents/fellows, post-docs
- Honors/Awards in teaching
- Presentation of Continuing Medical Education (CME)

Important Indicators of Success

What are examples of important indicators when evaluating ones work in the Investigator professional category?

- Peer-reviewed high quality journal publications (journal quality, significance of journal, type of article)
- Extramural independent funding
- Evidence of originality, independence, and leadership
- Authorship status
- Recognition by academic peers
- Membership on editorial boards of highly regarded scientific journals
- Invitations to speak at highly regarded conferences, or other institutions

Clinician-Investigator Professional Category

The Clinician-Investigator professional category is for faculty who have both a research focus and a clinical focus. In the Clinician-Investigator professional category you must have either an established reputation as an original and important investigator; with a record of sustained publication in refereed journals resulting from original and independent investigations recognized as important, or resulting from collaborations with more than one principal investigator on multiple projects to which you have contributed your unique skills. Success in this category is also based on your recognition as an authority in a clinical specialty or leadership role in your clinical specialty.

All candidates in the Clinician-Investigator professional category must demonstrate evidence of active and effective participation in teaching.

For appointment at or promotion to Associate Professor there must be evidence of local and regional reputation/recognition. For appointment at or promotion to Professor, there must be evidence of a national reputation/recognition. Please see the School of Medicine Bylaws for specific references in the Clinician-Investigator professional category.

The tables at the end of the document provide further examples of scholarship, leadership, and recognition considered for promotion to senior rank in the Clinician-Investigator professional category.

FAQs: Clinician-Investigator

Does the Clinician-Investigator professional category lead to tenure?

Both tenure track and in-residence track faculty may select the Clinician-Investigator professional category. In-residence faculty – regardless of professional category – are not eligible for tenure.

Does the Clinician-Investigator category have a nine-year promotional clock?

Yes.

Assistant Professors in the tenure track who are in the Clinician-Investigator professional category do have a nine-year probationary period and must be promoted and awarded tenure by the end of the eighth year, meaning you must submit your application for promotion and tenure by the end of year seven of your appointment. If you are not promoted and awarded tenure by the end of the eighth year, the ninth year is the terminal year of employment, as defined by the University Bylaws.

Assistant Professors (In Residence) who are in the Clinician-Investigator professional category do have a nine-year probationary period and must be promoted by the end of the ninth year, meaning you must submit your application for promotion by the end of year eight of your appointment. The clock is prorated if you are part-time faculty. If you are not promoted by the end of year nine, employment ends. However, a terminal tenth year may be granted at the discretion of the department chair.

If I am in the Clinician-Investigator professional category, when does my promotional clock start?

Your promotional clock begins on September 1st of the calendar year in which your appointment in the position of Assistant Professor begins.

How many requirements are there for promotion in the Clinician-Investigator professional category?

This category has four (4) requirements for promotion to Associate Professor: 1) you must pick the “leg” you want to focus on; independent leg or collaborative leg 2) clinical recognition or effective leadership role in a department or hospital, and 3) a teaching requirement, and 4) established reputation as original or essential investigator.

For promotion to Professor, there is a fifth requirement: A national reputation within your field.

Describe the two legs in the Clinician-Investigator professional category?

There is an independent leg and a collaborative leg. You need only pick one (1) of the two (2) legs and then provide evidence of your accomplishments in that leg.

In the independent leg, you must have a longstanding record of exceptional scholarship which often includes first or corresponding author on high impact publications of original research. There must be a record of “sustained” publication in referred journals from original and independent investigations that are recognized as important.

The collaborative leg is for faculty who work with more than one Principal Investigator (PI) on multiple collaborations to which one has contributed his/her unique skills. There must be documented evidence that supports your contributions. You must have made significant contributions to publications reflecting collaborative research. There must be a record of sustained publication from work on multiple projects with multiple PIs as a collaborator to which you have contributed your unique skills. You must also demonstrate an occasional publication record as corresponding author of refereed articles in journals that are devoted to your area (s) of expertise.

How much clinical time must I have to meet the clinical recognition component to be successful in the Clinician-Investigator professional category?

If you are working clinically, there is no defined percentage of clinical effort. The goal is for you to designate enough time to be perceived as making outstanding contributions in your clinical specialty while also having enough time devoted to research to be successful as an investigator.

If you are not working clinically, you are required to demonstrate effective leadership in a department or hospital.

Understanding the Criteria: Clinician-Investigator Professional Category

Publications

What represents a record of “sustained” publications?

“Sustained” as per the School of Medicine Bylaws suggests repeated publications at regular intervals throughout the current appointment. There are no specific numbers that represent sustained because other factors will be included in the interpretation of sustained, including but not limited to the type of publication and the discipline in which the applicant is publishing. Generally, if there are gaps in publication it will be important to explain the gap when materials are submitted for a promotion nomination.

What represents a record of “occasional” publications?

“Occasional” publications are the least frequent publication rate, whereas publications may occur at irregular intervals.

Authorship

What is meant by “corresponding author” and more generally, the various positions of authorship?

Operationally the SAPC, the Dean, and the Provost are looking for the author who is responsible for the work done in the journal article and who is listed as the corresponding author. There are several guides that speak to authorship and who meets the criteria to be listed as the corresponding author. A person submitting a manuscript for publication should become fully familiar with the journal’s specific instructions provided to authors regarding authorship.

The following are two suggested guides:

The ICMJE (The International Committee of Medical Journal Editors) defines the corresponding author in the following manner: “The corresponding author is the one individual who takes primary responsibility for communication with the journal during the manuscript submission, peer review, and publication process, and typically ensures that all the journal’s administrative requirements, such as providing details of authorship, ethics committee approval, clinical trial registration documentation, and gathering conflict of interest forms and statements, are properly completed, although these duties may be delegated to one or more co-authors. The corresponding author should be available throughout the submission and peer review process to respond to editorial queries in a timely way, and should be available after publication to respond to critiques of the work and cooperate with any requests from the journal for data or additional information should questions about the paper arise after publication.”

The JAMA (Journal of American Medical Association) provides a similar definition of corresponding author in its section on authorship, and states: “The corresponding author (or coauthor designee) will serve on behalf of all coauthors as the primary correspondent with the editorial office during the submission and review process. If the manuscript is accepted, the corresponding author will review an edited manuscript and proof, make decisions regarding release of information in the manuscript to the

news media, federal agencies, or both, and will be identified as the corresponding author in the published article.”

Active and Effective Teaching

What is meant by “active and effective participation” in teaching?

Some examples – though not inclusive – of active and effective participation in teaching include the following:

- Evidence of consistent, significant contributions to School of Medicine or departmental educational goals and objectives
- Demonstration of ability to evaluate/counsel medical and/or graduate students, residents/fellows
- Participation in postgraduate teaching
- Mentoring/Advising students, medical students, graduate students, residents/fellows, post-docs
- Honors/Awards in teaching
- Presentation of Continuing Medical Education (CME)

Important Indicators of Success

What are examples of important indicators when evaluating ones work in the Clinician-Investigator professional category?

- Peer-reviewed high quality journals (journal quality, significance of journal, type of article)
- Extramural independent funding
- Evidence of originality, independence, and leadership
- Authorship status
- Recognition by academic peers
- Membership on editorial boards of highly regarded scientific journals
- Invitations to speak at highly regarded conferences, or other institutions

Clinician-Scholar Professional Category

The Clinician-Scholar professional category is for faculty who have both a clinical and scholarly focus. This category is appropriate when a specific area of clinical expertise provides the unifying theme for your academic activities and scholarly achievements. You are considered a leader in a clinical field, and you must demonstrate scholarship, which may include chapters and reviews in the area of clinical expertise, guidelines/protocols for patient care, publications evaluating the influence of a clinical innovation and/or other research publications.

All candidates in the Clinician-Scholar professional category must demonstrate evidence of active and effective participation in teaching.

For appointment at or promotion to Associate Professor there must be evidence of local and regional reputation/recognition. For appointment to Professor, there must be evidence of a regional, local, and national reputation/recognition. Please see the School of Medicine Bylaws for specific references in the Clinician-Scholar professional category.

The tables at the end of this document provide further examples of scholarship, leadership, and recognition considered for promotion to senior rank in the Clinician-Scholar professional category.

FAQs: Clinician-Scholar

Does the Clinician-Scholar professional category lead to tenure?

Both tenure track and in-residence track faculty may select the Clinician-Scholar professional category. In-residence faculty, regardless of professional category, are not eligible for tenure.

Does this category have a nine-year promotional clock?

Yes.

Assistant Professors in the tenure track who are in the Clinician-Scholar professional category do have a nine-year probationary period and must be promoted and awarded tenure by the end of the eighth year, meaning you must submit your application for promotion and tenure by the end of year seven of your appointment. If the faculty member is not promoted and awarded tenure by the end of the eighth year, the ninth year is the terminal year of employment, as defined by the University Bylaws.

Assistant Professors (In Residence) who are in the Clinician-Scholar professional category do have a nine-year probationary period and must be promoted by the end of the ninth year, meaning you must submit your application for promotion by the end of year eight of your appointment. The clock is prorated for part-time faculty. If not promoted by the end of year eight, employment ends. However, a terminal tenth year may be granted at the discretion of the department chair.

In the Clinician-Scholar professional category, when does the promotional clock begin?

The promotional clock begins on September 1st of the calendar year in which your appointment in the position of Assistant Professor begins.

How many requirements are there for promotion in the Clinician-Scholar professional category?

There are three (3) requirements for promotion in this category: 1) educational scholarship, (2) effective participation in clinical training and service, and 3) a reputation inside and outside the immediate area as an authority in a clinical specialty.

What is meant by educational scholarship?

Educational scholarship may be broadly interpreted as developing innovative teaching material or improving teaching material such as curricula. Educational scholarship may also be demonstrated by authorship of textbook chapters, publications in educational journals, development of new syllabi, etc. Please refer to the tables that follow at the end of this section for more examples.

What is meant by effective participation in clinical training and service?

To demonstrate effective participation, you should participate in a major teaching role at UConn Health, which can include undergraduate students, medical students, dental students, graduate students, residents/fellows, and postdoctoral research fellows. The service is to the educational programs and your role in teaching and service should extend beyond the institution with effectiveness in an appropriate professional society or societies, CME, and visiting professorships.

What is meant by ‘an established reputation inside and outside the immediate area in one’s clinical specialty’?

An established reputation in a clinical specialty may be evidenced by lectures given locally, regionally and nationally, visiting professorships, invitations to speak at national meetings, academic awards and honors, participation in and leadership roles in professional societies.

What is meant by “active and effective participation” in teaching?

Some examples – though not inclusive – of active and effective participation in teaching include the following:

- Evidence of consistent, significant contributions to School of Medicine or departmental educational goals and objectives
- Demonstration of ability to evaluate/counsel medical and/or graduate students, residents/fellows
- Participation in postgraduate teaching
- Mentoring/Advising students, medical students, graduate students, residents/fellows, post-docs
- Honors/Awards in teaching
- Presentation of Continuing Medical Education (CME)

Medical Educator Professional Category

The Medical Educator professional category is appropriate for faculty who spend time on educational activities and who view education as your primary academic focus. Educational activities are broadly defined and include: didactic teaching of students, residents, clinical fellows, research fellows and peers; research training and mentorship; clinical teaching and mentorship; and, administrative teaching leadership roles. You will be evaluated on the quality of your teaching activities, recognition for your role as an educator, and on your scholarship. You may demonstrate scholarship and leadership in one (1) of *four (4) legs.

The following is a breakdown of the four (4) legs in the Medical Educator professional category.

- Clinical Achievement: Development or improvement of a clinical service
- Research: Record of publication of original research, reviews, and chapters
- Education (choose one (1) area of focus within this leg):
 - New/innovative educational program
 - New and innovative curriculum
 - Leadership of new and/or innovative educational programs
 - New and innovative assessment tools
 - A recognized leader in the skills of mentoring/advising
- Health Service Management: Development of a program in health service and management

*Note: Faculty in the Medical Educator professional category prior to September 12, 2016 are grandfathered and may opt to be evaluated on “development of or improvement of a research service”, a criterion prior to September 12, 2016.

All candidates in the Medical Educator professional category must demonstrate evidence of active and effective participation in teaching.

For appointment at or promotion to Associate Professor there must be evidence of local and regional reputation/recognition. For appointment to Professor, there must be evidence of a regional, local, and national reputation/recognition. Please see the School of Medicine Bylaws for specific references in the Medical Educator professional category.

The tables that follow at the end of this document provide further examples of scholarship, leadership, and recognition considered for promotion to senior rank in the Medical Educator professional category.

FAQs: Medical Educator

Does the Medical Educator professional category lead to tenure?

No. This category is for in-residence and affiliated track faculty only.

Does the Medical Educator professional category have a probationary clock?

No. There is no limit to your time in rank as Assistant Professor in the Medical Educator professional category.

How many legs are available in the Medical Educator professional category?

There are four (4) legs from which you may choose. In order to be promoted you must meet four (4) requirements including: 1) those specific to a chosen “leg”, 2) a high level of professional competence 3) a record of excellence in education, and 4) local and regional recognition.

Describe the four legs in the Medical Educator professional category.

There are four (4) legs; a clinical achievement leg; a research leg; an educational achievement leg; and a health service management leg. One needs only pick one (1) of the four (4) legs and provide evidence of accomplishments in that leg.

1. Clinical Achievement Leg:

How will I be evaluated in the Clinical Achievement leg?

Clinical achievement is measured through development and/or improvement of clinical protocols and guidelines, or clinical programs, or quality initiatives that demonstrate objective positive impact in the quality of patient care. You must provide objective evidence of personal contributions to development or improvement. To be successful in this leg you must focus on one achievement only. e.g. development of a protocol/guideline vs. development or improvement of a clinical program.

2. Research Leg:

How will I be evaluated in the Research leg?

Achievement is demonstrated through sustained publication in peer reviewed professional journals of observations, analytical studies, or topic reviews. Emphasis will be given to first or corresponding authorships.

3. *Educational Contributions Leg:*

How will I be evaluated in the leg of Educational Contributions?

In this leg, you must identify one of the following five (5) areas as the area in which substantive contributions have been made. Objective evidence of personal contributions and positive outcomes must be provided.

- New and/or innovative educational program
- New and/or innovative curriculum
- Leadership of new and/or innovative educational programs
- New and/or innovative assessment tools
- A recognized leader in the skills of mentoring/advising

Examples include, but are not limited to, outstanding achievement in accreditation; educational material such as syllabi, curricula, web-based modules and courses that demonstrate improvement in the quality of a course; newly developed assessment tools that help measure achievement of course objectives; dissemination of achievements at regional or national conferences; or results of a mentoring relationship such as the success of an advisee that can be linked to the mentor's role.

4. *Health Service Management Leg:*

What does the leg "Health Service Management" really mean?

Achievement in health service and management is measured through the development of clinical programs, clinical support programs, or non-clinical support programs which demonstrably improve the effectiveness, efficiency, safety, timeliness, patient-centeredness, or equity of health care delivery; development of effective physician leadership programs; and/or scholarly evaluation of health care delivery. There must be objective evidence of the candidate's personal contributions to the development or improvement of these programs.

Why does the Medical Educator professional category have so many options?

The criteria for the Medical Educator professional category were revised in 2016 to better align with the AAMC's 2007 Summary Report "Advancing Educators and Education; Defining Components and Evidence of Educational Scholarship."

Understanding Specific Criteria: Medical Educator Professional Category

Authorship

What is meant by "corresponding author" and more generally, the various positions of authorship?

Operationally the SAPC, the Dean, and the Provost are looking for the author who is responsible for the work done in the journal article and who is listed as the corresponding author. There are several guides that speak to authorship and who meets the criteria to be listed as the corresponding author. A person submitting a manuscript for publication should become fully familiar with the specific journal's instructions provided to authors regarding authorship.

The following are two suggested guides:

The ICMJE (The International Committee of Medical Journal Editors) defines the corresponding author

in the following manner: “The corresponding author is the one individual who takes primary responsibility for communication with the journal during the manuscript submission, peer review, and publication process, and typically ensures that all the journal’s administrative requirements, such as providing details of authorship, ethics committee approval, clinical trial registration documentation, and gathering conflict of interest forms and statements, are properly completed, although these duties may be delegated to one or more co-authors. The corresponding author should be available throughout the submission and peer review process to respond to editorial queries in a timely way, and should be available after publication to respond to critiques of the work and cooperate with any requests from the journal for data or additional information should questions about the paper arise after publication.”

The JAMA (Journal of American Medical Association) provides a similar definition of corresponding author in its section on authorship, and states: “The corresponding author (or coauthor designee) will serve on behalf of all coauthors as the primary correspondent with the editorial office during the submission and review process. If the manuscript is accepted, the corresponding author will review an edited manuscript and proof, make decisions regarding release of information in the manuscript to the news media, federal agencies, or both, and will be identified as the corresponding author in the published article.”

A Record of Excellence in Education

What is meant by “a record of excellence” in at least one of the following levels of education (undergraduate, graduate, or postgraduate)?

Some examples – though not inclusive – of active and effective participation in teaching include the following:

- Evidence of consistent, significant contributions to School of Medicine or departmental educational goals and objectives
- Contributions to the design, organization and instruction of course
- Demonstration of ability to evaluate/counsel medical and/or graduate students, residents/fellows
- Participation in postgraduate teaching
- Contributions to chapters and books
- Mentoring/Advising students, medical students, graduate students, residents/fellows, and post-docs
- Honors/Awards in teaching
- Presentation of Continuing Medical Education (CME)

Medical Researcher Professional Category

The Medical Researcher professional category was developed in 2016 as a career path for faculty wishing to spend the majority of their time in research activities. These research activities can be primarily in one lab, can be multiple collaborations with multiple PIs, or can be as a director of a research core facility. In the Medical Researcher professional category, you design experiments, write manuscripts, participate in writing grant applications, and play an important role in training students and fellows.

All faculty in the Medical Researcher professional category must demonstrate evidence of active and effective participation in teaching.

For appointment at or promotion to Associate Professor there must be evidence of local and regional reputation/recognition. For appointment to Professor, there must be evidence of a regional, local, and national reputation/recognition. Please see the School of Medicine Bylaws for specific references in the Medical Researcher professional category.

The tables at the end of this document provide further examples of scholarship, leadership, and recognition considered for promotion to senior rank in the Medical Educator professional category.

FAQs: Medical Researcher

Does the Medical Researcher professional category lead to tenure?

No. This category is for in-residence and affiliated faculty only.

Does the Medical Researcher profession category have a probationary clock?

No. There is no limit to your time in rank as Assistant Professor in the Medical Researcher professional category.

How many requirements for promotion are there in the Medical Researcher professional category?

There are four (4) requirements for appointment at or promotion in this category. These requirements include 1) active and effective participation in education; 2) sustained peer reviewed publications to which you have contributed your unique skills with one or more collaborators; 3) occasional (or periodic for Professor) peer reviewed publications as the corresponding author, 4) a reputation outside of UConn Health (and for Professor, the reputation must be national).

Understanding Specific Criteria: Medical Researcher Professional Category

Publications

What represents a record of “sustained” publications?

“Sustained” as per the School of Medicine Bylaws suggests repeated publications at regular intervals throughout the current appointment. There are no specific numbers that represent sustained because other factors will be included in the interpretation of sustained, including but not limited to the type of publication and the discipline in which the applicant is publishing. For example, publishing in a basic science journal might be different than publishing in bioinformatics. Generally, if there are gaps in publication it will be important to explain the gap when materials are submitted for a promotion nomination.

What represents a record of “periodic” publications?

“Periodic” publications are repeated publications at a lower frequency than sustained.

What represents a record of “occasional” publications?

“Occasional” publications are the least frequent publication rate, and publications may occur at irregular intervals.

Authorship

What is meant by “corresponding author” and more generally, the various positions of authorship?

Operationally the SAPC, the Dean, and the Provost are looking for the author who is responsible for the work done in the journal article and who is listed as the corresponding author. There are several guides that speak to authorship and who meets the criteria to be listed as the corresponding author. A person submitting a manuscript for publication should become fully familiar with the specific journal’s instructions provided to authors regarding authorship.

The following are two suggested guides:

The ICMJE (The International Committee of Medical Journal Editors) defines the corresponding author in the following manner: “The corresponding author is the one individual who takes primary responsibility for communication with the journal during the manuscript submission, peer review, and publication process, and typically ensures that all the journal’s administrative requirements, such as providing details of authorship, ethics committee approval, clinical trial registration documentation, and gathering conflict of interest forms and statements, are properly completed, although these duties may be delegated to one or more co-authors. The corresponding author should be available throughout the submission and peer review process to respond to editorial queries in a timely way, and should be available after publication to respond to critiques of the work and cooperate with any requests from the journal for data or additional information should questions about the paper arise after publication.”

The JAMA (Journal of American Medical Association) provides a similar definition of corresponding author in its section on authorship, and states: “The corresponding author (or coauthor designee) will serve on behalf of all coauthors as the primary correspondent with the editorial office during the submission and review process. If the manuscript is accepted, the corresponding author will review an edited manuscript and proof, make decisions regarding release of information in the manuscript to the news media, federal agencies, or both, and will be identified as the corresponding author in the published article.

Active and Effective Teaching

What is meant by “active and effective participation” in teaching?

Some examples – though not inclusive – of active and effective participation in teaching include the following:

- Evidence of consistent, significant contributions to School of Medicine or departmental educational goals and objectives
- Demonstration of ability to evaluate/counsel medical and/or graduate students, residents/fellows
- Participation in postgraduate teaching
- Mentoring/Advising students, medical students, graduate students, residents/fellows, and post-docs
- Honors/Awards in teaching
- Presentation of Continuing Medical Education (CME)

Appendix I: Professional Category Tables

Domain of Activity	<i>Investigator</i> Areas of Achievement and Examples of Contributions		
	Scholarship	Leadership	Recognition
Research: a) Independent <p style="text-align: center;">OR</p> b) Collaborative	a) Record of periodic publication in refereed journals from original and independent investigations Applicant should be contributor of major ideas and innovations b) Record of sustained publication in refereed journals resulting from collaborations with more than one PI on multiple projects; applicant must make significant, independent contributions to the work Record of periodic (sustained for Professor) publication as corresponding author of refereed journal articles	<ul style="list-style-type: none"> • Extramural grant support (e.g. federal, foundation, investigator initiated), Institutional grant support • Sustained peer-reviewed research funding • Reviewer for scientific journals • Leader of high performing research core • Service on national committees related to research including grant review panels such as NIH study section, FDA panels, and data and safety monitoring board for multicenter trials • Service on Editorial Boards or as an Editor for journal(s) 	<ul style="list-style-type: none"> • Service as an ad hoc reviewer in scientific journals • Service on institution research related committees • Participation in departmental/center administrative or committee work • Participation in recruitment/selection of faculty • Participation or implementation of workshops or seminars • Presentations to the media • Local, regional, and national invited speaker/CME • Awards /prizes for research/innovation
Education	N/A	<ul style="list-style-type: none"> • Development and local adaptation of educational material in print or other media; may include syllabi, curricula, web-based training modules or courses, and /or technologies (simulation); • Development of educational methods, policy statements, and/or assessment tools • Leadership in Undergraduate Medical Education; Graduate Medical Education; Graduate School 	<ul style="list-style-type: none"> • Teaching students, residents, fellows • Participation in admissions, recruitment of students, residents, fellows • Consistently positive evaluations for teaching or mentoring • Awards for teaching effectiveness

Associate Professor: Requires local and regional reputation

Professor: Requires local, regional, and national reputation

Domain of Activity	<i>Clinician-Investigator</i> Areas of Achievement and Examples of Contributions		
	Scholarship	Leadership	Recognition
Clinical	N/A	<ul style="list-style-type: none"> • Membership in study sections, advisory groups, prestigious professional societies • Mentorship of junior faculty, fellows, residents, students • Review activities for journals • Division Chief • Chair of Department/Center Director • Development of systems that support our clinical mission • Leadership in professional societies 	<ul style="list-style-type: none"> • Awards/honors; notable clinical achievements • Participation or implementation of workshops or seminars • Membership/fellowship in professional societies • Participation in admissions, recruitment of students, residents, fellows • Local, regional, and national invited speaker
Research a) Independent OR b) Collaborative	<p>a) Established reputation as an original and important investigator</p> <p>A record of sustained publication in refereed journals from original and independent investigations</p> <p>b) Record of sustained publication in refereed journals resulting from collaborations with more than one PI on multiple projects; applicant must make significant, independent contributions to the work</p> <p>Occasionally be the corresponding author of refereed journal articles</p>	<ul style="list-style-type: none"> • Extramural grant support (e.g. federal, foundation, investigator initiated), Institutional grant support • Sustained peer-reviewed research funding • Reviewer for scientific journals • Research core • Service on national committees related to research including grant review panels such as NIH study section, FDA panels, and data and safety monitoring board for multicenter trials • Service on Editorial Boards or as a journal editor • Membership in study sections, advisory groups, prestigious professional societies 	<ul style="list-style-type: none"> • Service as an ad hoc reviewer in scientific journals • Service on institution research related committees • Participation in departmental/center administrative or committee work • Participation in recruitment/selection of faculty • Participation or implementation of workshops or seminars • Presentations to the media • Local, regional, and national invited speaker/CME • Awards /prizes for research/innovation
Education	N/A	<ul style="list-style-type: none"> • Development and local adaptation of educational material in print or other media; may include syllabi, curricula, web-based training modules or courses, and /or technologies (simulation); • Development of educational methods, policy statements, and/or assessment tools • Leadership in Undergraduate Medical Education; Graduate Medical Education; Graduate School 	<ul style="list-style-type: none"> • Teaching students, residents, fellows • Participation in admissions, recruitment of students, residents, fellows • Development of systems that support our educational mission • Honors/awards for teaching • Excellent evaluations from students

Associate Professor: Requires local and regional reputation

Professor: Requires local, regional, and national reputation

Domain of Activity	<i>Clinician-Scholar</i> Areas of Achievement and Examples of Contributions		
	Scholarship	Leadership	Recognition
Clinical	<ul style="list-style-type: none"> • Publication of clinical observations, reviews, or analytical studies in peer-reviewed journal • Publication of original research, chapters, reviews, and/or textbooks related to clinical expertise) • Development of materials related to health conditions for use by patients • Development of programs and material that improve health literacy and educate the public about biomedical science • Guidelines and or protocols for clinical care 	<ul style="list-style-type: none"> • Effective participation in clinical training and service as an educator; medical students; residents/fellows; graduate students; postgraduate students • Reputation local and regionally, and nationally* as an authority in a clinical specialty • Editorial service as an ad hoc reviewer, editorial board member, or consultant for journals in the area of clinical expertise • Service on committees developing guidelines/protocols or evaluating programs in area of clinical expertise • Leadership in hospital or department • Service on local, regional, or nation committees due to clinical expertise • Clinical mentorship of junior faculty, fellow, and residents 	<ul style="list-style-type: none"> • Participation in admissions, recruitment of students, residents, fellows • Awards for contributions and or innovations in the area of clinical expertise • Participates in CME activities as invited speaker • Referrals • Participation in professional societies • Fellowship in prestigious professional society • Participation in recruitment of new clinical faculty for institution
Education	<ul style="list-style-type: none"> • Development of original teaching materials or improvements of teaching material used elsewhere including • educational material in print or other media; may include syllabi, curricula, web-based training modules or courses, and /or technologies (simulation) • Development of educational methods, policy statements, and/or assessment tools 	<ul style="list-style-type: none"> • Contributions to local professional educational organizations • Leadership in educational program related to clinical specialty in local, regional, or national venue • Review activities for educational journals • Leadership in Undergraduate Medical Education; Graduate Medical Education; Graduate School 	<ul style="list-style-type: none"> • Service contributions to the academic medical center, medical school or university • Academic recognition/awards • Participation in teaching programs • Participation in professional societies • Excellent evaluations for teaching • Honors/awards for teaching

Associate Professor: Requires local and regional reputation

***Professor: Requires local, regional, and national reputation**

Domain of Activity	<i>Medical Educator</i> Areas of Achievement and Examples of Contributions		
	Scholarship	Leadership	Recognition
Clinical	<ul style="list-style-type: none"> • Development and implementation of clinical protocols and guidelines with objective evidence of the candidate's contributions • Development and implementation of innovative clinical programs/service or quality initiatives with objective evidence of the candidate's contributions and quality outcomes achieved • Development of clinical guidelines, statements, and other expert opinion documents that form the basis for national standards on patient care 	<ul style="list-style-type: none"> • Leadership activity in professional organization • Recognition by community or peers as clinical leader/expert • Unique expertise in clinical or consultative specialty for which the candidate is a recognized leader • Editorial activity for journals, clinical mentorship of junior faculty, fellows, and/or residents 	<ul style="list-style-type: none"> • Outstanding evaluations from students/residents for being an excellent clinician • Service contributions to the department • Participation in recruitment of new clinical faculty for institution • Educating and mentoring pre-professional students in the biomedical science • Honors or awards for clinical care
Research	<ul style="list-style-type: none"> • Sustained publications of innovative, original research as corresponding author or first author • Publications of case reports, reviews, editorials and book chapters • Novel contributions to educational research 	<ul style="list-style-type: none"> • Editorial activity for both scientific and/or educational journals • Leader of scientific review committees • Leadership activities in professional organizations • Mentorship of junior faculty • National committee membership 	<ul style="list-style-type: none"> • Awards • Teaching research methods and courses/seminars • Committee service for the institution in research/scholarly activity/quality committee
Education	<ul style="list-style-type: none"> • Development of a new educational program/service with the candidate's clear contributions and demonstration of impact • Leadership in educational programs (e.g. residency programs, medical clerkships); outcomes of improvement in program due to leadership skills • Development of meaningful new or improved curriculum; outcomes of improvement in curriculum due to candidate's efforts • Development of new approaches to teaching (e.g., audiovisual, web-based, texts, manuals, curriculum development, student assessment/programmatic evaluation and advising/coaching /and mentoring skills) 	<ul style="list-style-type: none"> • Leadership activities in the academic community at UConn Health • Leadership in regional/national organization whose primary focus is education • Editorial activity for educational journals • Visiting professorships, national presentations, invited lectures • Publications with trainees • Mentorship of students, residents/fellows/graduate students, post-doc fellows • Service to communities locally, regionally, or nationally, or abroad that improves the health of populations through improved care delivery, provision of disaster relief, or a decrease in health care disparities 	<ul style="list-style-type: none"> • Awards for teaching, mentoring, or other education related activities • Recognition for teaching students, residents, fellows with excellent evaluations or award • Participation in admissions, recruitment of students, residents, fellows • Service on educational committees - local, regional or national • Speaking to lay populations to educate them about health related issues

Domain of Activity	<i>Medical Educator</i> (continued)		
	Areas of Achievement and Examples of Contributions		
	Scholarship	Leadership	Recognition
Health Services and Management	<ul style="list-style-type: none"> • Scholarly evaluation of health care delivery with publication of findings regarding the effects of interventions • Development of physician leadership programs (e.g. faculty development programs) • Development of innovative administrative programs • Development of programs that create diversity 	<ul style="list-style-type: none"> • Administrative leadership activity in the medical school • Departmental or division leadership • Leadership in faculty development • Leadership promoting diversity and equity • Leadership in professional organizations • Mentorship of junior faculty 	<ul style="list-style-type: none"> • Committee service (departmental, medical school, or university) • Participation in administrative services for departments, SOM, or UConn Health • Admission committee or selection committee work

Associate Professor: Requires local and regional reputation

Professor: Requires local, regional, and national reputation

Domain of Activity	<i>Medical Researcher</i> Areas of Achievement and Examples of Contributions		
	Scholarship	Leadership	Recognition
Research	<ul style="list-style-type: none"> • Contribute to publications of innovative, original research as a member of a research team or as corresponding author • Listed as key personnel on extramural grant and played a key role • Principal or co-investigator on collaborations in multicenter studies • Principal or co-investigator on research grants • Leadership of a major data core on a center grant or multiple project grant • A record of occasional (periodic for Professor) publication in refereed journals as corresponding author 	<ul style="list-style-type: none"> • Membership of scientific review committee • Leadership activity in professional organization • Participation in scientific review for granting agencies • Member of data monitoring boards • Mentorship of junior faculty, fellows, post doc, and students • Visiting professorships, national presentations, and invited lectures 	<ul style="list-style-type: none"> • Research awards • Editorial activities for journals
Education	<ul style="list-style-type: none"> • Contributions to education at UConn Health • Development of new approaches to teaching (e.g. audiovisual, web-based, texts, manuals, curriculum development, student assessment) • Evidence of dissemination of teaching scholarship 	<ul style="list-style-type: none"> • Leadership activities in medical school or university education • Leadership in national organizations whose focus is education • Editorial activity for journals • Visiting professorships, local, regional, national presentations and invited lectures • Mentorship of junior faculty, fellows, post-docs, students 	<ul style="list-style-type: none"> • Receipt of teaching awards • Excellent teaching evaluations • Educational service contributions to SOM, SODM, Graduate school or university • Participation in selection/recruitment of students

Associate Professor: Requires local and regional reputation

Professor: Requires national reputation