|  |  |
| --- | --- |
| **Research/Scholarly Work (3-year timeframe) – 10% effort (clinical faculty)**  \*[Meets > 1 criterion per scale range] | |
| Exceeds Expectations | * tPresentations or ^publications as single- or first-author (> 1 per 3-year timeframe) * High volume of total tpresentations and/or ^publications (> 4 per 3-year timeframe) * Internal or external grant application submissions (> 1 per 3-year timeframe) * Other: |
| Meets Expectations | * Consistent tpresentations and or ^publications (> 3 per 3-year timeframe ) * Dissemination of clinically relevant materials/content in other ways at the professional level * Other: |
| Does Not Meet Expectations | * Low number of tpresentations or ^publications (< 3 per 3-year timeframe) * Activity on professional outlets with limited to no content creation |

\* Criterion threshold **increases** by 1 for each 10% research effort increment.

t Presentations appropriate for **Assistant** clinical faculty = Local- and state-level.

Presentations appropriate for **above-rank** clinical faculty = State-; regional-; and national-level.

^ Publications appropriate for clinical faculty members include peer-reviewed articles, blog posts, tutorials, Whereas the mentoring of student research is considered as a teaching responsibility, presentations and publications resulting from this mentorship are included in faculty scholarship. In most cases (especially those involving Master theses or dissertations), the student will serve as the first author and the faculty member may be listed as a secondary author. In these instances, it is recognized that secondary authorship may involve considerably more responsibility than when a faculty colleague serves as the first author.