RFHS Research, Scholarly Work and Creative Activities Guidelines

Preamble

The purpose of these guidelines is to assist faculty with career advancement in the domain of research, scholarly work and creative activities, which resides in the broader context of scholarship. Guidance outlined in the Section C set forth minimal requirements for a given portion of time available for research, scholarly work and creative activities. These guidelines do not replace guidelines related to promotion and tenure in the Rady Faculty of Health Sciences; it is the responsibility of the faculty member to make themselves aware of their individual academic unit’s requirements with regard to promotion and tenure. This document is intended as a guide.

A. Four Pillars of Scholarship

Scholarship: Scholarship is the generation, integration, application, and dissemination for advancement of knowledge in any field including health research, education, leadership in academic health sciences, or professional service. Scholarship includes the following four areas:

1. The scholarship of discovery (generating new knowledge through investigations),
2. The scholarship of teaching (application of shared knowledge, development of innovative teaching and evaluation methods),
3. The scholarship of integration (giving meaning to isolated facts, providing perspective, connecting within and across disciplines, such as with multi-disciplinary or inter-professional approaches), and
4. The scholarship of application and translation (the use of knowledge to problems of consequence; interaction of theory and practice through discourse on clinical issues, policy papers, program development)

B. Research, Scholarly Work and Creative Activities include:

1. Publications.
2. Research grants and contracts.
3. Peer-reviewed salary awards.
4. Patents and licenses.
5. Scholarly Awards and Recognition.
6. Presentations and invited abstracts.
7. Service on research evaluation or advisory committees.
8. Supervision of research trainees.
10. The design, implementation and evaluation of educational innovation.
11. Dissemination and engagement with community and other stakeholders.
1. **Publications**: Include original articles, reviews, case reports, books, book chapters, monographs, technical reports, published abstracts. Consideration should be given to the quality and impact of publications. Recognizing that publications may be multi-authored, it is important that each researcher describe their actual contribution to the research and its publication.

2. **Research grants and contracts**: Include international, national and regional granting bodies, industrial and local sources. All grants submitted, whether funded or not, should be recorded. In cases where there is more than one applicant, the role of the individual on the project should be indicated. While all sources of funding are valued, consideration should be given to research grants and research contracts.

3. **Peer-reviewed salary awards**: Include national, provincial, local salary awards. These awards will constitute strong recognition of the faculty member's research, scholarly work and creative activities.

4. **Patents and licenses**: As with publications, these are recognized as valuable outcomes of research, scholarly work and creative activities.

5. **Scholarly awards and recognition**: Depending on the criteria, these may provide evidence of the faculty member's research, scholarly work and creative activities.

6. **Presentations and meetings**: Visiting professorships and contributing to meetings, which may include lectures, presented abstracts, chairing sessions and organization, will be considered recognition of the faculty member's research, scholarly work and creative activities.

7. **Service on research evaluation or advisory committees**: These committees may include research grant panels, site visits, editorial boards, academic meeting program committees and advisory committees on research matters. Although this overlaps into the area of service, being asked to serve on review bodies is generally recognition of one’s research, scholarly work and creative activities.

8. **Supervision of research trainees**: Faculty members are expected to be involved in the supervision of undergraduate, graduate or postgraduate trainees. Trainee awards reflect the quality of the supervisor’s program of research, scholarly work and creative activities.

9. **Knowledge synthesis**: Includes formal scholarly review of existing knowledge leading to reports, policy change, the development of clinical practice guidelines, or advancement in education scholarship. This requires an intensity of work and hours of commitment not reflected in the publication or grants categories.

10. **The design, implementation and evaluation of educational innovation**: Includes activity enhancing pedagogical advances such as leading or participating in the design, implementation and evaluation of innovative teaching methods, and creation of tools or programs to further student and faculty development efforts. The activities will have been publicly shared, critiqued, and reviewed according to accepted standards. It also may include the development of educational workshops, web-based courses, curricular enhancements or standards for application and participation on educational accreditation committees.

11. **Dissemination and engagement with community and other stakeholders**: Includes knowledge translation and exchange outside academia.
C. Guidelines in Relation to Time for Research, Scholarly Work and Creative Activities

Faculty in the professorial stream are expected to participate in research, scholarly work and creative activities. These may be constituted by any combination of those items found in Section B. Below are examples of factors related to publications, presentations, funding and research supervision that may apply based on an individual’s allocated time for research, scholarly work and creative activities.

< 20% Time

Program of Research, Scholarly Work and Creative Activities
Faculty may have their own program or be involved as a team member.

Knowledge Generation/Communication
  - Publications – There is evidence of participation in dissemination of knowledge through any of the traditional or non-traditional communication methods.
  - Presentations – There may be opportunities to present in an area of recognized expertise.

Funding
Faculty may be included as collaborators or co-investigators in applications to competitive funding organizations at this level of research time.

Research Supervision
Faculty may be involved in the supervision of research trainees or be involved as a committee member.

20 – 39% Time

Program of Research, Scholarly Work and Creative Activities
Faculty may have their own program or be involved as a team member.

Knowledge Generation/Communication
  1. Publications – There is evidence of sustained dissemination of new knowledge that is directed towards the academic and/or healthcare community.
  2. Presentations – There is evidence of communication of research findings to the academic, professional, or stakeholder community on a regular basis.

Funding
  1. Operating – There is evidence that faculty members participate in applications to competitive funding organizations individually or as a member of a team.
  2. Student Funding – Faculty members are expected to assist research trainees under their supervision with funding applications.

Student Supervision
Faculty members are expected to be involved in successful supervision of research trainees.
40 – 60% Time

Program of Research, Scholarly Work and Creative Activities
Faculty members are developing or have developed a program either individually and/or as a team.

Knowledge Generation/Communication
1. Publications – There is evidence of sustained dissemination of new knowledge that is directed towards the academic and/or healthcare community.
2. Presentations – There is evidence of communication of research findings to the academic, professional, or stakeholder community on a regular basis.

Funding
1. Operating – There is evidence that faculty members participate in successful applications to competitive funding organizations individually or as a member of a team.
2. Student Funding – Faculty members are expected to assist research trainees under their supervision with funding applications.

Student Supervision
Faculty members are expected to be involved in successful supervision of research trainees.

> 60% Time

Program of Research, Scholarly Work and Creative Activities
Faculty members are developing or have an established program either individually and/or as a team. There is evidence of leadership at this level.

Knowledge Generation/Communication
1. Publications – There is evidence of sustained dissemination of new knowledge that is directed towards the academic and/or healthcare community.
2. Presentations – There is evidence of communication of research findings to the academic, professional, or stakeholder community on a regular basis.

Funding
1. Operating – There is evidence that faculty members play a leading role in successful applications to competitive funding organizations individually or as a member of a team.
2. Student Funding – Faculty members are expected to assist research trainees under their supervision with funding applications.

Student Supervision
Faculty members are expected to be involved in successful supervision of research trainees.

These guidelines were developed by a working group with representation from all RFHS Colleges. Reviewed at RFHS Faculty Executive Council – June 18, 2019