

Definition of Clinical and Translational Research

Clinical and translational research includes laboratory-based research and research in human subjects, populations and communities. “T1” (bench to bedside/laboratory to human) translational research includes laboratory-based research aimed at clarifying mechanisms of disease, developing measures or markers of disease presence, severity or improvement, and developing drugs or devices to treat disease or improve health. Clinical research includes studies in human subjects including surveys, cross-sectional studies, case series, case-control studies, cohort studies, first-in-human, proof of principle, and all phases of clinical trials. “T2” (bedside to the community/evidence to practice) translational research includes studies of T2 research identifies community, patient, physician and organizational factors that serve as barriers and facilitators to translation; develops novel intervention and implementation strategies to increase translation, such as quality improvement programs or policies; and evaluates the impact of strategies to increase translation of relevant healthy behaviors and processes of care.

Definition of a Successful Clinical and Translational Researcher

The definition of ‘success’ in clinical/translational (C/T) research depends on what stage of the investigator’s career is being evaluated.

Assistant Professor: Most important C/T research projects require a multidisciplinary team of collaborators, take longer than typical bench research projects and cost substantially more. These central realities do not lend themselves well to conventional criteria for academic success, such as independent scientific work, numerous first-author publications and NIH-funding, especially at the young investigator stage. The appropriate criteria for success at this level should include:

- Contribution to the advancement of science: Meaningful participation in high-quality research that addresses important questions in the investigator’s chosen field
- Recognition by peers: Speaking invitations (or other roles) at major conferences or academic venues, letters of support for promotion, etc., attesting to the investigator’s contributions
- Publication: Participation in key articles in first-tier journals that move the field forward (quality above quantity)
- Funding: Grant support for a substantial portion of the investigator’s time (e.g., $\geq 50\%$), but not necessarily R01-type support. Collaborative mechanisms should be considered as worthy as independent single-investigator (PI) mechanisms.

Associate Professor: Success at the Associate Professor level should be based on the same criteria outlined above, but requires demonstration of leadership, not just participation. In addition, success at this level should include training of other investigators.

- Contribution to the advancement of science: Leadership position in an area of research that addresses important questions in the investigator’s chosen field

- Recognition by peers: Invitations to write editorials or evidence-based reviews, service on public research review committees or committees that set clinical guidelines, speaking invitations/leadership roles at major conferences or academic venues; letters of support for promotion, etc., attesting to the investigator's leadership role in the academic community
- Publication: Key authorship (first or last) of manuscripts in first-tier journals that are recognized as having moved the field forward in a substantial way
- Funding: Leadership role in generating grant support for important research projects (PI or co-PI)
- Training: Success in developing young investigators and launching their careers as investigators

Professor: Success at the Professor level entails continuing achievement in all of the areas outlined for Associate Professors.