

Clinical Attending

Mentoring for
Promotion

Assistant to Associate
Professor

Name: _____ Date: _____ Dept.: _____

General Information and Goals Worksheet

Mentee: Please prepare the following along with this form:

- *Time and Effort Worksheet (use the form appropriate for your appointment)*
- *Promotion Criteria Worksheet (use the form appropriate for your appointment)*
- *Complete and updated CV*

1. What is your current Rank?

- _____ Instructor
- _____ Assistant Professor
- _____ Associate Professor

2. What is your current Pathway?

- _____ Basic Scientist Tenure
- _____ Basic Scientist Non-Tenure
- _____ Clinical Scientist Tenure
- _____ Clinical Scientist Non-Tenure
- _____ Clinical Educator Tenure
- _____ Clinical Educator Non-Tenure
- _____ Clinical Attending

3. When were you appointed to this Rank and Pathway? _____

4. In what year do you plan on applying for promotion to the next Rank? _____

5. What are your plans for the upcoming year?

a. Research project goals

b. Anticipated publications (indicate projected titles)

c. Anticipated meeting or workshop attendance

- d. Funding applications planned (indicate name of award)

 - e. Other professional training (course work, teaching activities)

 - f. Clinical practice goals

 - g. Clinical research goals (papers submitted, projects initiated)
6. What are your career goals?
- a. Current career goals?

 - b. What further research activity or other training is needed before it is appropriate to go up for promotion to the next rank?

 - c. Are there any perceived barriers that limit your capacity for promotion? Explain.

Criteria for Appointment and Promotion on each Compensated Pathway
(As is written in the Promotion and Tenure Criteria and Guidelines 2011)

The ability of the College to meet its mission is dependent on the successful participation of every faculty member, regardless of assigned academic pathway. The seven academic pathways exist because the scope of academic medicine is very broad. The pathways help individual faculty members and the College Promotion and Tenure Committee categorize and assess the accomplishments of each faculty member. The pathways adequately describe the expected contributions of the majority of the College's faculty members. There are, however, individuals who contribute significantly to the College whose work is not easily characterized by any of the pathways. It is the responsibility of the Department Chairs and the Dean to appoint these individuals, on a case-by-case basis, to the pathway that best fits their expertise, career goals and expected contributions. It is the shared responsibility of these individuals and their Department Chairs to ensure that when these faculty members seek promotion and/or tenure, the value of their contributions is adequately assessed by peers from within and without the College who can clarify for the College's Promotion and Tenure Committee whether these individuals have satisfied the criteria for promotion, appreciating that their field of expertise and expected scholarly contributions are not perfectly described by the criteria of their assigned pathway.

Each physician who is appointed on a clinical pathway and who is involved in the care of patients is expected to achieve and maintain certification in his/her cognate specialty and/or subspecialty board(s). For appointment at the rank of Assistant Professor, a faculty member who has recently completed residency is expected to be on a defined path, approved by the Department Chair, for board certification. Faculty members who trained abroad and who are not eligible for United States board certification are expected to have attained the equivalent of US board certification in the country in which they trained, as determined by the Department Chair. Those faculty members who are not eligible for US maintenance of board certification are expected to demonstrate to the College Promotion and Tenure Committee, by other means, their ongoing commitment to the maintenance of their clinical excellence.

Each psychologist who is appointed on a clinical pathway and who is involved in the care of patients is expected to maintain his/her state license and manifest ongoing commitment to the maintenance of clinical excellence.

Four tables presented herein specify the College's expectations for appointment or promotion at the ranks of Assistant Professor, Associate Professor, and Professor on the seven compensated pathways. These tables must be interpreted within the context of this entire document and do not stand alone. In all domains of academic work, the quality of an individual's contributions is of critical importance. Guidance is given in these tables about the generally expected quantity of an individual's contributions. However quantity is not a substitute for quality. The College appreciates, for example, that some individuals will dedicate themselves to extensive periods of study that result in fewer but very important and high quality science and related publications than are stipulated in these guidelines. Several measures of the quality and importance of such contributions, including and not limited to

recognition by experts in an individual's field of expertise, will be helpful to the College Promotion and Tenure Committee in assessing such individual's fulfillment of the criteria for promotion.

The required letters of recommendation from experts within the candidate's field, referenced within the following tables, must be written by academic authorities who have neither trained nor employed the candidate (e.g., letter authors must have been neither teachers, thesis advisors, residency program directors, fellowship program directors, major mentors, supervisors nor employers of the person requesting promotion and/or tenure). Letters of recommendation in addition to those required may be submitted from individuals who have taught and/or employed the candidate if these add substantially to the dossier.

All faculty members, regardless of rank or pathway, are expected to conduct themselves professionally at all times and to promote the institutional core values of integrity, respect, teamwork, creativity, and excellence.

Full Promotion and Tenure Guidelines can be located on the Office of Faculty Affairs website at <http://www.uams.edu/facultyaffairs/Promotionandtenure/default.asp>

Name: _____ Date: _____ Dept.: _____

Time and Effort Distribution Worksheet: Clinical Attending

Mentee: Please check the upcoming promotion applicable to you, and fill out the column titled "Yours".

Mentor: Please provide assessment and comments.

_____ Assistant to Associate in Non-Tenure Pathway

_____ Associate to Full in Non-Tenure Pathway

	Range	Typically	Yours	Assessment (Check one)			Comments
	%	%		Adequate	Too little	Too much	
Teaching/Mentoring (Total)¹	0-30	20					
Didactic Teaching	0-2	1					
Bedside Teaching	0-30	20					
Research	0-10	5					
Clinical Service (Total)²	70-100	90					
Direct Patient Care	70-100	70					
Bedside Teaching ³	0-30	20					
Leadership/Admin. Service	5-10	5					

¹ Total Teaching/Mentoring Time combines Didactic and Bedside Teaching

² Total clinical Service Time combines Direct Patient Care and Bedside Teaching

³ Bedside Teaching is counted in both Teaching/Mentoring and Clinical Service categories

Name: _____ Date: _____ Dept.: _____

**Promotion Criteria Worksheet: Clinical Attending Non-Tenure Pathway
Assistant Professor to Associate Professor**

Mentor: Please indicate whether the candidate is “Likely” or “Unlikely” to full fill the following criteria by the time of planned promotion and provide comments.

Category	Criteria	Likely	Unlikely	Comments
Qualifications	Service as an Assistant Professor with a record of significant accomplishments and demonstrated excellence in clinical efforts. The faculty member should have developed an active, productive clinical practice with evidence of skill, high quality, efficiency and cost effectiveness. For positions with significant expectations for teaching, evidence of high quality teaching will be required.			
Teaching/Mentoring – If to have a role in teaching	Evidence of high quality clinical teaching from formal peer and trainee evaluations			
	Serving as an effective role model of a practicing physician and mentor for students, residents, fellows and colleagues.			
	Teaching awards			
	Educational programs/products for patients and community			
Research/Scholarly Work – Encouraged but not required	Collaboration in clinical research, including recruitment of patients for clinical trials			

Category	Criteria	Likely	Unlikely	Comments
Research/Scholarly Work – Encouraged but not required	Co-author of reviews, case reports, reports of clinical investigation			
	Development of curricular or other teaching materials, including materials for patients and families			
Clinical Service	A high level of competence and diligence in a clinical area as evidenced by recognition from peers and patients as an outstanding clinician			
	M.D.s – board certification – see text within page 11 of this document			
	Demonstrated practice of current standards of patient care and/or development of standards for patient care			
	Local, and/or regional reputation for excellent clinical skills as evidenced by patient referrals and/or invited presentations			
	Active participation and/or leadership in local, regional, and/or national professional organizations			
Leadership/Administrative Service	Participation in section, hospital or department administration			
	Work on committees – local or regional			
	Providing service to the professional or lay community through education, consultation and/or other roles			
	Active in the development and/or implementation of clinical practice guidelines and/or serving to help develop health care policy			

Category	Criteria	Likely	Unlikely	Comments
Leadership/Administrative Service	Advocate for patient groups or health care policy			
Professional Recognition	The Department Chair, on behalf of a candidate for promotion to Assoc Professor, must present to the Promotion & Tenure Committee at least three letters of recommendation, based on assessment of the candidate's contributions to academic medicine, from recognized authorities in candidate's field from within or outside of UAMS, typically Professors, who have neither trained nor employed the candidate.			