

# Clinical Educator - Tenure and Non-Tenure Pathway

Mentoring for  
Promotion

Assistant Professor 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 Educator Tenure and Non-Tenure Pathways

*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 Tenure Pathway

\_\_\_\_\_ Associate to Full in Tenure Pathway

\_\_\_\_\_ 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	
	%	%					
<b>Teaching/Mentoring (Total)<sup>1</sup></b>	<b>10-50</b>	<b>25</b>					
Didactic Teaching	2-10	5					
Bedside Teaching	10-40	20					
<b>Research</b>	<b>5-30</b>	<b>10</b>					
<b>Clinical Service (Total)<sup>2</sup></b>	<b>40-80</b>	<b>80</b>					
Direct Patient Care	40-60	60					
Bedside Teaching <sup>3</sup>	10-40	20					
<b>Leadership/Admin. Service</b>	<b>5-20</b>	<b>5</b>					

<sup>1</sup> Total Teaching/Mentoring Time combines Didactic and Bedside Teaching

<sup>2</sup> Total clinical Service Time combines Direct Patient Care and Bedside Teaching

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

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Dept.: \_\_\_\_\_

**Promotion Criteria Worksheet: Clinical Educator Tenure and Non-Tenure Pathways  
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.*

<b>Category</b>	<b>Criteria</b>	<b>Likely</b>	<b>Unlikely</b>	<b>Comments</b>
<b>Qualifications</b>	Service as an Assistant Professor with a record of significant accomplishments in teaching/mentoring, research/scholarly work, clinical service, and educational leadership/administrative service. Excellence is expected in at least two of these four areas, one of which must be teaching/mentoring or educational leadership/administrative service.			
<b>Teaching/Mentoring</b>	Evidence of high quality teaching demonstrated through formal peer and trainee evaluations and/or teaching awards			
	Teaching should be recognized beyond local level as evidenced by invitations to teach at other institutions, within programs of professional societies, and/or within CME courses.			
	Evidence of being an effective role model and mentor for students, residents, fellows and/or colleagues, with good evaluations from those formally mentored			
	Development of innovative educational curricula for patients or healthcare professionals			

<b>Research/Scholarly Work- Peer-review is required of educational scholarship, appreciating that some local contributions may obtain local rather than national peer-review.</b>	Demonstration of scholarship by publication of analytical studies, reviews, chapters, or clinical observations			
	Development and dissemination of teaching materials including new curricular offerings, educational programs, textbooks, syllabi, or electronic media that significantly improve methods or quality of instruction			
	Participation in clinical trials or clinical investigations as investigator or collaborator			
	Structured quality improvement projects or clinical pathways that are monitored by measurable outcomes			
	Development, implementation, and publication of clinical practice guideline(s), standards of patient care, and/or health care policy			
	Active in the dissemination of scholarly work to the bedside, modeling the practice of evidenced-based medicine			
	Ordinarily, a candidate for promotion to Associate Professor will have published, on average, at least one peer-reviewed, scholarly work annually during the appointment as Assistant Professor			

Category	Criteria	Likely	Unlikely	Comments
<b>Clinical Service</b>	Continued evidence of a high level of competence and diligence in a clinical area			
	M.D.'s - board certification – see text within page 11 of this document			
	Demonstrated excellence in clinical care as documented in clinical outcomes, patient and peer feedback			
	Development / implementation / evaluation of innovative approaches to patient care and/or development of standards for patient care and/or improved quality of patient care			
	Development of a regional and/or national reputation as an authority in a clinical field as evidenced by patient referrals and invited presentations			
	Active participation and/or leadership in local, regional, and/or national professional organizations			
<b>Leadership/Administrative Service</b>	Leadership role in section, hospital, or department			
	For Clinician Educators whose primary emphasis is education - successful and sustained leadership of a training program such as clerkship, residency or fellowship program			
	Work on significant committees – local, regional and/or national			
	Service on editorial boards and/or service as peer reviewer for journals			

Category	Criteria	Likely	Unlikely	Comments
<b>Leadership/Administrative Service</b>	Providing service to the professional or lay community through education, consultation, and/or other roles			
	Advocacy for patient groups or health care policy			
<b>Professional Recognition</b>	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 outside of UAMS, typically Professors, who have neither trained nor employed the candidate.			