

Clinical Educator - Tenure and Non-Tenure Pathway

Mentoring for
Promotion

Associate Professor to
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	
Teaching/Mentoring (Total)¹	10-50	25					
Didactic Teaching	2-10	5					
Bedside Teaching	10-40	20					
Research	5-30	10					
Clinical Service (Total)²	40-80	80					
Direct Patient Care	40-60	60					
Bedside Teaching ³	10-40	20					
Leadership/Admin. Service	5-20	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 Educator Tenure and Non-Tenure Pathways
Associate Professor to Full 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 to all mission areas of the College as an Associate Professor with a record of significant contributions in teaching and/or clinical service and/or scholarly endeavors and academic service. Outstanding contributions are expected in at least three of these four areas.			
Teaching/Mentoring – The teaching performance of a candidate for Professor should serve as a standard of excellence for colleagues	Recognition for being an exceptional teacher of medical students, residents, fellows or continuing medical education participants			
	Impact of teaching should be apparent regionally, nationally and typically internationally as demonstrated by invitations to serve as visiting teacher or to teach in specialty societies and national continuing medical education courses			
	Impact of teaching and mentoring excellence may also be recognized by success/stature of trainees			

Category	Criteria	Likely	Unlikely	Comments
Teaching/Mentoring – The teaching performance of a candidate for Professor should serve as a standard of excellence for colleagues	Evidence of being an effective role model and mentor for students, trainees and colleagues, with good evaluations from those formally mentored			
Research/Scholarly Work	Demonstration of outstanding scholarship by development and dissemination of original teaching materials, such as widely used textbooks, new curricular offerings, educational program, syllabi, or electronic media			
	May have ongoing leadership role in clinical trials or clinical investigations			
	Publication of analytic clinical studies, clinical observations, comprehensive clinical reviews, textbooks or chapters			
	May continue to pursue and/or lead structured quality improvement projects or clinical pathways that are monitored by measurable outcomes			
	May continue to pursue and/or lead in the development, implementation, and publication of clinical practice guideline(s), standards of patient care, and/or health care policy			
	May remain active in the dissemination of scholarly work to the bedside, modeling the practice of evidenced-based medicine			

Category	Criteria	Likely	Unlikely	Comments
Research/Scholarly Work	Ordinarily, a candidate for promotion to Professor will have published, on average, at least one peer-reviewed scholarly work annually during the appointment at Associate Professor.			
Clinical Service	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			
	Continued demonstration of excellence in clinical care as documented in clinical outcomes, patient and peer feedback			
	Recognized clinical leader in department, hospital, or healthcare system			
	Regional, national and typically international reputation for excellence in clinical practice and/or as an authority in a clinical field			
	Continued active participation and/or leadership in local, regional, and/or national professional organizations.			
Leadership/Administrative Service	Demonstration of collegiality, professionalism, and leadership in department or institution			
	Leadership role in department or hospital, such as section or clinical division head, or medical staff representative			
	Active involvement in appropriate administrative committees in the affiliated hospitals and the College, including serving as chair of some committees			

Category	Criteria	Likely	Unlikely	Comments
Leadership/Administrative Service	Leadership, service or committee work for regional, national or international professional organizations			
	Editor/editorial board of textbooks or journals			
	Sustained community service that fosters health			
Professional Recognition	The Department Chair, on behalf of a candidate for promotion to 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 their field(s) outside of UAMS, all Professors, who have neither trained nor employed the candidate.			