

# Clinical Scientist - 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 Scientist 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>5-10</b>	<b>7.5</b>					
Didactic Teaching	1-3	2.5					
Bedside Teaching	2-10	5					
<b>Research</b>	<b>40-90</b>	<b>75</b>					
<b>Clinical Service (Total)<sup>2</sup></b>	<b>10-50</b>	<b>20</b>					
Direct Patient Care	10-50	15					
Bedside Teaching <sup>3</sup>	5-10	5					
<b>Leadership/Admin. Service</b>	<b>0-10</b>	<b>2.5</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 Scientist 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 demonstrated excellence in laboratory, clinical and/or translational research, and demonstration of successful participation in teaching			
<b>Teaching/Mentoring</b>	Active and effective participation in medical and/or graduate student education with favorable objective evaluations by students, peers, and supervisors			
	Evidence of being an effective role model and mentor for students, residents, fellows, graduate students, and colleagues, with good evaluations from those formally mentored			
<b>Research/Scholarly Work</b>	Evidence of research productivity manifest as 1 – 3 peer reviewed journal publications per year in rank as Assistant Professor demonstrating seniority or major contribution to development of research ideas and their implementation. Note that the quality of the publications will be considered to be as important as the quantity.			

Category	Criteria	Likely	Unlikely	Comments
<b>Research/Scholarly Work</b>	Recognition as an original independent investigator (PI) as demonstrated by the ability to generate financial support from external peer-reviewed funding agencies, whether federal or private foundations (e.g., NIH R01 or equivalent, CDC, NSF; Robert Wood Johnson Foundation, American Heart Association, etc.) Career development awards & other mentored funding mechanisms demonstrate a path toward research independence. Career development or mentored awards should be considered along with other factors for promotion to Associate Professor.			
	Alternatively, substantial and clearly documented contributions as a Co-I on multiple extramurally funded research grants			
	Establishment of professional recognition and reputation beyond UAMS COM through active participation and/or leadership roles in local, regional, and/or national professional organizations			
<b>Clinical Service</b>	Continued evidence of a high level of competence in a clinical area			
	Maintenance of board certification – see text within page 11 of this document			
	Active participation and/or leadership in local, regional, or national medical and/or scientific professional organizations			

Category	Criteria	Likely	Unlikely	Comments
<b>Leadership/Administrative Service</b>	Active participation in one or more committees of the Department, College or University			
	May have leadership role in department or hospital			
	May serve on editorial boards or as peer reviewer for journals in one's discipline			
	May serve on study sections or equivalent bodies that peer review grant applications			
	May serve as an advocate for science and health care policy			