

Clinical Scholar Track

This track is for faculty members who provide clinical care and are significantly involved in academic pursuits (e.g., clinical research and scholarship). Hiring into this track should come with an expectation of appropriate protected time for these pursuits.

Annual review areas: Research/Scholarship, Clinical Service, Teaching/Education, Academic Service, Administrative Service (if applicable)

Effort

Research/Scholarship	5-10%
Clinical Service	50-85%
Teaching/Education	5-10%
Academic Service	5-10%
Administrative Service	0-50% (if applicable)

Criteria for promotion

Category	Assistant Professor	Associate Professor	Full Professor
General		<ul style="list-style-type: none">• Maintenance of Board Certification• Locally/regionally prominent, respected faculty• Typically >4-5 years as Asst. Professor• Achieving or excelling in <u>Research/ Scholarship</u> and at least one other category	<ul style="list-style-type: none">• Maintenance of Board Certification• Regionally/nationally or internationally prominent, respected, senior faculty• Typically >4-5 years as Assoc. Professor• Achieving or excelling in <u>Research/ Scholarship</u> and at least two other categories

<p>Research/Scholarship</p>	<ul style="list-style-type: none"> • Publications in rank primarily as middle author • Case reports, textbooks, or educational materials, book chapters <p>Evidence of academic additional activity, such as, but not mandatory:</p> <ul style="list-style-type: none"> • Co-I on grants/contracts • PI on institutional funds • Meeting abstracts 	<ul style="list-style-type: none"> • Typically 5 for time in rank, peer-reviewed, full-length, impactful publications referenced in PubMed with two as first or senior author • Local or regional academic reputation, to be described by external evaluator letters <p>Evidence of additional supporting activity, such as:</p> <ul style="list-style-type: none"> • Other scholarly publications, such as books, chapters, review papers, single case reports, letter to the editor, commentaries • Oral presentations at regional or national meetings/national society involvement • Involvement in team science projects (evidenced by grants and/or publications) • Extramural small grants • Teaching videos, & computer programs, patents 	<ul style="list-style-type: none"> • Typically 6 for time in rank, peer-reviewed, full-length, impactful publications referenced in PubMed with half as first or senior author • National or international academic reputation, to be described by external evaluator letters <p>Evidence of additional supporting activity, such as:</p> <ul style="list-style-type: none"> • Other scholarly publications, such as books, chapters, review papers, single case reports, letter to the editor, commentaries • Extramural grants • Involvement in team science projects (evidenced by grants and/or publications) • Invited national/international speaker, session chair, or moderator at national meetings • Develops new courses/ treatments, healthcare delivery systems, health promotion programs, or health policy or treatment guidelines • Scientific or educational creative development in electronic media, software, apps, blogs, and other web postings
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<p>Clinical Service</p>	<ul style="list-style-type: none"> • Providing high-quality patient care • Participate actively in Quality improvement activities <p>Evidence of additional activity helpful, but not mandatory such as:</p> <ul style="list-style-type: none"> • Service leadership activities 	<ul style="list-style-type: none"> • Strong local or regional reputation in clinical specialty • Clinical productivity within % cFTE at or above average benchmarks for specialty in rank (RVUs, access to care, patient satisfaction, note completion, etc.) • Providing high-quality patient care beyond peers • Leading quality improvement • Attracting regional/statewide service <p>Evidence of additional activity helpful, but not mandatory, such as:</p> <ul style="list-style-type: none"> • Institutional level leadership 	<ul style="list-style-type: none"> • Strong regional, national, or international reputation in clinical specialty • Clinical productivity within % cFTE at or above average benchmarks for specialty in rank (RVUs, access to care, patient satisfaction, note completion, etc.) • Developed a new service area • National service reputation <p>Evidence of additional activity helpful, but not mandatory, such as:</p> <ul style="list-style-type: none"> • Institutional level leadership
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<p>Teaching/Education</p>	<ul style="list-style-type: none"> • Teaching/mentoring residents or students • Didactic teaching, presentations at CME or Grand Rounds • Patient/community outreach education presentations • Educating community physicians 	<ul style="list-style-type: none"> • Quality of student, resident teaching documented by student, resident, peer evaluations • Evidence of teaching activities including direct contact with COM medical students, residents and/or fellows • Teaching including ward and/or clinic attending, preceptorship in clinical venues, didactic teaching, presentations at CME or Grand Rounds • Mentoring and advising of students, residents, fellows, or junior faculty • Clear documentation of teaching • Patient/community outreach education presentations • Organizing and/or participating in educational activities (including virtual participation) at local, or regional professional meetings 	<ul style="list-style-type: none"> • Accomplished teacher for department and COM • Quality of student, resident teaching documented by student, resident, peer evaluations • Demonstrate excellence in teaching by awards, recognition, letters from peers • Teaching includes ward and/or clinic attending, preceptorship in clinical venues, didactic teaching, presentations at CME or Grand Rounds • Mentoring and advising of students, residents, fellows, or faculty • Development of education curricula or tools, including but not limited to those related to improving the quality of clinical care • Division leader in education • Organizing and/or participating in educational activities (including virtual participation) at national or international professional meetings
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<p>Academic Service</p>	<ul style="list-style-type: none"> • Membership in a professional society • Serving on Departmental committees • Reviewing manuscripts for journals 	<ul style="list-style-type: none"> • Participation in Departmental and COM committees and/or Banner University • Some administrative responsibilities in Department & COM and/or Banner University • Participates in local & regional committees of relevant professional groups • Ad hoc reviewer for grants, or manuscripts 	<ul style="list-style-type: none"> • Participation in Departmental and/or COM and/or University and/or Banner University committees and leadership roles • Active committee member nationally for professional organizations • Chairing departmental committees • Service and leadership on editorial boards of scholarly journals and/or serving on study sections • Ad hoc reviewer for grants, or manuscripts, or journal editorial boards • Leadership roles on college/university and national committee organizations (i.e., chairing committees, serving as an officer)
<p>Administrative Service</p>		<ul style="list-style-type: none"> • Participation in hospital committees • Tangible work in quality arena with specific projects and outcomes 	<ul style="list-style-type: none"> • Chairing institutional or hospital committees and active in national organizations • Tangible work in quality arena with specific projects and outcomes