

Text in **BLUE** is provided as clarification to the existing College of Medicine APT guidelines.

R=Required **S=Suggested**

COM FACULTY RANKS		Clinician Educator Recommendations					
<i>Under exceptional circumstances, promotions may be recommended when the candidate does not meet all of the basic criteria.</i>							
Professor	Clinician Educator Recommendations	Associate Professor	Clinician Educator Recommendations	Assistant Professor	Clinician Educator Recommendation	Instructor	Clinician Educator Recommendation
1 R	Continues to meet all the criteria for Associate Professor with major accomplishments in research, teaching, and/or clinical service	1 R*	Continues to meet all the criteria for Associate Professor with a record of achievement in research, teaching, and/or clinical service. (Participation in interprofessional teaching and inter-disciplinary research encouraged)*	1 R	Clear commitment to an academic career in research, teaching and/or clinical care	1 R	Completion of educational requirements necessary to enter a career in academic research, teaching and/or clinical care
	Typically, promotion would be expected to occur between four to ten years following appointment as Associate Professor. Time in rank at previous institutions typically would be included in this calculation. Variation from that timeframe should be explained in detail by both the department chair and the faculty member seeking promotion. Professional behavior is a requirement for appointment and promotion at all levels.		Typically, promotion would be expected to occur between three to ten years following appointment as Assistant Professor. Time in rank at previous institutions typically would be included in this calculation. Variation from that timeframe should be explained in detail by both the department chair and the faculty member seeking promotion. Demonstration of achievements and scholarly activity in education must be documented in the Faculty Intramural Teaching Effort Report. Professional behavior is a requirement for appointment and promotion at all levels.		As evidenced by documented activity in the CV and Faculty Intramural Teaching Effort Report, Professional behavior is a requirement for appointment and promotion at all levels.		Professional behavior is a requirement for appointment and promotion at all levels.

Professor		Clinician Educator Recommendation	Associate Professor	Clinician Educator Recommendations	Assistant Professor	Clinician Educator Recommendation	Instructor	Clinician Educator Recommendation	
2 R*	Distinguished career exemplifying scholarship. Excellence & productivity in research, outstanding success as a teacher, and/or outstanding service contributions are required. Involved in teaching activities, including formal lectures, grand rounds, and/or continuing medical education. (Leadership in interprofessional teaching and interdisciplinary research encouraged)*	Evidence of excellence and quality should include E*Value evaluations when available as requested in the Faculty Intramural Teaching Effort Report, Item 15. Evaluations should be obtained from OAE or other appropriate centrally administered source. Demonstration of outstanding, longitudinal/sustained performance in education that must be documented in the Faculty Intramural Teaching Effort Report. Excellence as an outstanding teacher and major contributions in clinical care are the primary focus. Examples could include service as a course director, a significant education role in GME or service as a mentor of at least 3 faculty/students. May serve as a CME Activity Director or organize a major conference with at least 10 hours of CME. May serve on a panel for a major national needs assessment and gap analysis or as expert faculty for a comprehensive needs assessment. These activities should have occurred since faculty was promoted to associate professor and should be within the last 5 years. Documentation of these activities is required.	2 R	Record of excellence in high quality patient care, teaching and/or research	Evidence of excellence and quality should include E*Value evaluations when available as requested in the Faculty Intramural Teaching Effort Report, Item 15. Evaluations should be obtained from OAE or other appropriate centrally administered source. Extramural teaching would also be considered.	2	Commitment to and potential for performing independent laboratory and/or clinical research	2	Aptitude for an academic career based upon recommendations of mentors

Professor		Clinician Educator Recommendations	Associate Professor	Clinician Educator Recommendations	Assistant Professor	Clinician Educator Recommendation	Instructor	Clinician Educator Recommendation	
3	Principal investigator on significant research grants	Service as core leader or program project PI may also be considered. Research in education is valued.	3	Established independent investigator with major impact in planning/development of research project. Involved in teaching activities, including formal lectures, grand rounds, and/or continuing medical education	3	Receipt, active pursuit or development of the skills necessary to apply for local, regional and national grants	3 R	Career goal to function independently in an academic environment as an investigator, teacher, and/or clinician	
4	Co-investigator on research grants.	Funded research related to education would count toward this criterion.	4		4 R*	Developing skills for directing or contributing to publications related to research, teaching and/or clinical care. (Participation in interprofessional teaching and interdisciplinary research encouraged.)*	4	Developing experience with preparation of research protocols and grant applications	
5 R	Direct involvement in research.	Research in this category could be expected to include multiple and diverse types of research and may be collaborative in nature. This could include basic research, clinical research, translational research, educational research, outcomes research, and quality improvement research among others.	5		5 R	Active in training of students and/or post-graduates	5 R	Demonstrated interest in teaching	Document teaching efforts, participation in faculty development in the area of education through symposia, membership as a mentored member of AME, etc.

Professor		Clinician Educator Recommendations	Associate Professor		Clinician Educator Recommendations	Assistant Professor	Clinician Educator Recommendation	Instructor	Clinician Educator Recommendation
6 R	Key individual in training of students, post-graduates and mentorship of junior faculty	“Key” indicates primary and sustained responsibility for trainee/mentee progress. Should be well documented in the Faculty Intramural Teaching Effort Report or other similar document. These activities should have occurred since faculty was promoted to associate professor and should be within the last 5 years. Documentation of these activities is required.	6 S	Local, regional or national grant support for independent research or development of teaching methods, or health care delivery methods, or clinical care systems	Service as core leader or program project PI should also be considered.	6	Strong interest in teaching	6	Early experience with preparation of publications and presentations related to research
7	Serves as Course Director for one or more major courses		7	Peer recognition for research activities including invitations to present work at other universities, workshops and scientific conferences		7	Contribution as first author on refereed publications	7 R	Fulfilled educational requirements for certification by appropriate specialty board
8 R	Continues to carry a heavy clinical or teaching load	“Heavy” should be explained in the department chair letter and personal statement.	8 R	Direct involvement in research	Could include research on educational methods, outcomes and quality improvement, as well as involvement in clinical trials. A significant contribution to many different kinds of research will suffice.	8 S	Contributions as author on refereed publications	8 R	Demonstrated interest in high quality clinical care

Professor	Clinician Educator Recommendations	Associate Professor	Clinician Educator Recommendations	Assistant Professor	Clinician Educator Recommendation
9	Continued publication of reviews, chapters, textbooks, peer reviewed papers, and/or innovative teaching materials (new curricula, educational programs, syllabi, video materials, computer programs, etc.) that influence the science and practice of medicine at the regional & national levels	<p>In addition to the publications noted, we would want to add the words “development, production, and implementation of new curricula, educational programs.....” Should be well documented and include materials submitted within the Faculty Intramural Teaching Effort Report.</p> <p>Innovative educational materials may also include MED ED portal contributions, web-based curriculum, curriculum for national specialty organizations, patents and the like and needs to be clearly documented.</p>	9 R Organization of clinical services to provide a setting for medical education and a data base for clinical research	9 R Organization of clinical services to provide a setting for medical education and/or a database for clinical research. A significant contribution to either will suffice.	9 R Capable of managing most clinical problems in the appropriate discipline, but may seek assistance from senior faculty when dealing with complex problems
10	Continued publication of important and original clinical and/or laboratory investigations with significant authorship.	10 R Active in training of students and/or post-graduates	10 R Could include large and small group teaching, bedside teaching, and includes UME, GME, and CME. “Active” indicates a record of responsibility that may be primary or shared. Should be well documented in the Faculty Intramural Teaching Effort Report.	10 R Carry a heavy clinical load	
11	Publications with significant authorship since promotion to Associate Professor (line 1), and in total (line 2)	11 Serves as Course Director for one or more major professional courses	11 R Establishing recognition through candidacy or membership in appropriate professional and scientific organizations.		5

Professor		Clinician Educator Recommendations	Associate Professor		Clinician Educator Recommendations
12 ≥5 ≥10	Publications with authorship since promotion to Associate Professor (line 1), and in total (line 2)	Items must have been accepted for publication. Would include case reports, reviews, and book chapters.	12 S	Important contributor to course development or course direction	“Important contributor” would indicate responsibility for a segment requiring expertise or knowledge in a discipline within a course equivalent described in Item 11. UME clerkship, elective rotation and GME rotation courses would also be included.
13 R	National recognition, as evidenced by election to generalist or specialty societies, service on national committees, study sections, editorial boards, visiting professorships, and/or invitations to speak in CME courses.	Education-specific items could include invitations to write questions for national credentialing exams (NBME) or serving as an accreditation site visitor, participation in development of national guidelines, invited speaker at national/international meetings (not just CME courses).	13 R	Superior evaluations of teaching by students, residents, peers, course directors, dept. chairs	Evidence of excellence should include E*Value evaluations when available as requested in the Faculty Intramural Teaching Effort Report, Item 15. Evaluations should be obtained from OAE or other appropriate centrally administered source. Duplicates Item 2.
14	Leadership roles in appropriate department, hospital and college		14 S	Nominated for or recipient of teaching awards	Awards should be documented in the Faculty Intramural Teaching Effort Report, Item 10 to include name, level (university, college, department, division, etc.) and date.
			15 R	Presentations at national/international meetings	

Associate Professor		Clinician Educator Recommendations
16 R	Continued publication of reviews, chapters, textbooks, peer reviewed papers, and/or innovative teaching materials (new curricula, educational programs, syllabi, video materials, computer programs, etc.) that influence the science and practice of medicine at the regional & national levels	In addition to the publications noted, we would want to add the words " <u>development, production, and implementation</u> of new curricula, educational programs... Should be well documented and include materials submitted within the Faculty Intramural Teaching Effort Report. Would encourage and value educational products that are peer reviewed by groups such as MedEdPortal.
17	Continued publication of important original clinical and/or laboratory investigations with significant authorship	
18	Total publications with significant authorship since last promotion	
19 ≥5	Total publications with authorship since last promotion	Defined as peer-reviewed publications, case reports, reviews, and book chapters.

Associate Professor		Clinician Educator Recommendations
20 R	Development of new teaching materials, such as curricula, educational programs, textbooks, syllabi, computer programs and video tapes	This duplicates Item 16 above but does include the term “development.” We prefer “<u>development, production, and implementation</u>” of teaching materials...
21 R	Established reputation inside and outside local institution as an authority in a clinical specialty or for leadership in primary care	Regional reputation evidenced by speaking presentations, patient referrals for care, evidence that they are the “go-to” person for particular clinical problem (must be documented in letter).
22 R State Level	Contributions to committees at department, college, university, community, state, regional, national and international levels	
23 S	Leadership role in department and hospital as a section or division head, or program director	8

Associate Professor		Clinician Educator Recommendations
24 R	Active involvement in local and national professional organizations	This criterion is not likely to be satisfied by membership alone, but implies service to the organization and profession by taking on some role within, or providing additional service to the organization, such as committee membership, member of taskforce, or working group, etc.
25 S	Election to scientific organizations in discipline	9