



### Department of Pathology & Immunology Promotion Criteria Guidelines--Clinician Track

#### *Background from APGAR document*

The Clinician Track provides a mechanism for recognizing and rewarding faculty at WUSM who excel in one or more of the areas of patient care, education, administrative and research functions that assure the delivery of excellent patient care through current practice and/or by training future clinicians. Faculty members on the Clinician Track will have professional skills and knowledge necessary for superior clinical efforts and/or Assistant Professors on the Clinician Track will receive one-year renewable appointments. Written notice that an appointment is not to be renewed shall be given to Instructors and Assistant Professors in advance of the expiration of their appointments in accordance with Section IV.B.4 of the Academic Freedom, Responsibility, and Tenure document. Associate Professors on the Clinician Track will receive rolling four-year appointments renewable annually. Written notice that an appointment is not to be renewed shall be given to Associate Professors at least three years in advance of the expiration of their appointments. Full Professors on the Clinician Track will initially receive rolling five-year appointments renewable annually; after 10 years as a Professor, the faculty member will receive rolling six-year appointments renewable annually. Written notice that an appointment is not to be renewed shall be given to full Professors holding five-year appointments at least four years in advance of the expiration of their appointments; five years advance written notice is required for full Professors holding six-year appointments. Essential criteria for promotion for faculty members on the Clinician Track are superior clinical skills and recognition, and involvement in the teaching mission of the Medical School. Faculty are strongly encouraged (but not required) to engage in scholarly activities that contribute to the advancement of medicine or teaching, and will be expected to effectively carry out their administrative responsibilities. More specific criteria for appointment and promotion to each rank on the Clinician Track are set forth below.

#### *Background considerations for Department of Pathology & Immunology*

Faculty members on the Clinician Track will have professional skills, attitudes, and knowledge necessary for superior clinical efforts and/or educational leadership and will be evaluated on the basis of their individual skills and **unique contributions** to the University and beyond. Advancement in faculty rank, or promotion, on the clinician track requires **building an internal and external reputation for exceptional clinical skills and recognition for exceptional educational performance**. There are many pathways to develop this reputation for excellence in a clinical niche, with scholarly activity being the central hub connecting these pathways. Some examples include recognition of skills by local colleagues and trainees, publications, leadership positions on internal and external committees, participation in externally funded research, and successful collaborative accomplishments in professional groups or organizations. Building a reputation to support promotion is hard work and requires efficiency in clinical, educational, and administrative roles, passion for being in the academic environment, collaboration, and cooperation.

Criteria	APGAR Document Criteria	Examples of Metrics for Associate Professor Note: these are examples, this is not a checklist	Examples of Metrics for Professor Note: these are examples, this is not a checklist
Clinical Excellence	For appointment and promotion to this rank, faculty are expected to be outstanding clinicians in their respective fields, have achieved sufficient reputation that they receive referrals of challenging clinical problems from physicians and/or professional colleagues and other institutions in St. Louis and regionally, and to be competent to provide a level of care or service that is regarded as outstanding in comparison to their peers. At the time that appointment or promotion is being considered, opinions on clinical performance will be gathered from senior faculty members and other physicians and/or health professionals and trainees who have interacted with the candidate and can judge his/her abilities. The evaluation of clinical excellence also includes recognition of unique clinical expertise as determined by superior performance of consultative services (intensive care units, interventional radiology, rehabilitation, prevention etc.)	<p>Reputation as clinical expert</p> <p>Leadership roles related to clinical expertise</p> <p>Role in development of innovative models of care delivery</p> <p>Professional attitude and interactions</p> <p>Invitations to speak on topics related to area of clinical expertise</p> <p>Active role in professional organizations related to clinical expertise</p> <p>Service on guideline or policy committees relevant to area of clinical expertise</p> <p>Awards for contributions or innovations in the area of clinical expertise</p> <p>Role in development of guidelines or protocols for clinical care</p> <p>Publications (including original research, chapters, reviews, textbooks) in area of clinical expertise</p>	<p>Visiting professorships and invitations to speak nationally or internationally on topics related to area of clinical expertise</p> <p>Leadership roles in national or international professional organizations related to area of clinical expertise</p> <p>Service on national or international committees developing guidelines or policy related to area of clinical expertise</p> <p>Editor of a journal in area of clinical expertise</p> <p>National awards for contributions or innovation related to area of clinical expertise</p> <p>Having a critical role in defining a new field</p> <p>Developing protocols or methods that influence the standard of care</p>

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			<p>Publications demonstrating cognitive or technical expertise in a clinical area</p> <p>Professional attitude and interactions</p>
Teaching and Education	<p>Excellence in teaching and leadership in education is an important consideration for promotion to Associate Professor on the Clinician Track.</p> <p>Teaching and leadership in education can take many forms and includes involvement in curriculum and course development, curricular review, innovations in teaching and assessment methodologies, course management, educational program management, teaching of medical students, residents, fellows, and graduate students in a classroom setting as well as one-on-one on the inpatient wards and in outpatient clinics. Evaluation of teaching and educational activities should be supported by a teaching portfolio (see Appendix B) and should include the following:</p>	<p>Didactic Teaching (lectures, CME courses, grand rounds, professional development programs, seminars).</p> <p>Mentorship (mentor for medical student, graduate student, clinical or postdoctoral fellow or junior faculty research projects, thesis committee member)</p> <p>Medical school curriculum development</p> <p>Clinical teaching</p> <p>Administrative teaching leadership role (e.g. residency or fellowship director, course or seminar director or co-director)</p> <p>Quality may be measured by evaluations and success of the courses/programs for which the faculty member was a leader.</p> <p>Publications with mentees</p>	<p>Participation as a mentor in training grants or K-awards</p> <p>Mentorship of junior faculty (a primary mentoring relationship, including formal documentation of mentoring)</p> <p>Teaching awards</p> <p>Quality may be measured by evaluations and success of the courses/programs for which the faculty member was a leader.</p> <p>Publications with mentees</p> <p>Medical school curriculum development</p> <p>Development of CME programs</p> <p>Creation of online teaching resources</p>

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	<p>a. Objective, systematic evaluation by students, residents, and fellows trained by the faculty member.</p> <p>b. Objective, systematic evaluation by faculty within the department and by faculty within other divisions and/or departments in which the candidate has played an active teaching role.</p>	Development of new teaching materials	
Scholarly Activities	<p>Scholarly activities are not a requirement for appointment or promotion on the Clinician Track but are strongly encouraged, and any scholarly activities in which the faculty member has engaged will be considered towards appointment or promotion.</p> <p>a. Clinical Research. Clinical research performed should be of high quality, as demonstrated by publications, presentation at national meetings, or other types of recognition on a local, regional or national level.</p> <p>b. Other scholarly activities Appropriate activities in this regard include but are</p>	<p>It is not essential to be awarded extramural grant funding to advance on the clinician track. However, to establish a regional or national reputation in academic, pathology and laboratory medicine, scholarly activity is essential.</p> <p>Basic research</p> <p>Clinical research</p> <p>Translational research</p> <p>Development of new methods or technologies</p> <p>Principal investigator of peer-reviewed funding</p> <p>Co-investigator of peer-reviewed funding</p>	<p>It is not essential to be awarded extramural grant funding to advance on the clinician track. However, to establish a regional or national reputation in academic, pathology and laboratory medicine, scholarly activity is essential.</p> <p>Publication of first and senior author original research, chapters, reviews, or textbooks that are recognized as authoritative and are widely used or cited</p> <p>Publication of first and senior author manuscripts that demonstrate the impact of the candidate's innovation on quality of care, clinical outcomes, and/or access to care</p>

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	<p>not limited to publication of scholarly reviews, book chapters, and creation of novel computer programs. Curriculum development and implementation of novel teaching or assessment methodologies that generally advance educational goals also are considered important scholarly activities, particularly if accompanied by assessment and/or dissemination.</p>	<p>Publication of original research that significantly advances the field</p> <p>Evaluation of Scopus h index</p> <p>Publication of high-impact articles. It is a departmental policy to participate in at least two publications annually.</p> <p>Creation of online teaching resources, local or national</p>	<p>Funding to conduct research</p> <p>Leadership roles in professional societies including planning scientific meetings</p> <p>Awards for research or innovation</p> <p>Membership on steering committees</p> <p>Participation or leadership in multicenter studies</p> <p>Authorship of impactful peer-reviewed publications since establishing the rank of Associate Professor. It is a departmental policy to participate in at least two publications annually.</p> <p>Evaluation of Scopus h index</p>
Evidence of Local, Regional and National Recognition	<p>Evidence of Local, Regional and National Recognition This can include</p> <p>a. Invitation as a speaker or visiting professor at other academic institutions. b. Invited presentations at regional and national meetings. c. Membership and positions of leadership in professional societies. d. Editorial board membership and other</p>	<p>Invitations to speak about research</p> <p>Service on editorial boards of scientific journals</p> <p>Leadership roles on research-related committees, such as the human subjects committee</p>	<p>Journal editor</p> <p>Service on panels, program development, professional consultation to industry, government, or professional societies</p>

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	editorial review assignments. e. Consultative positions with various government and private agencies (study sections, foundations, American Cancer Society, etc.). f. Service as an organizer of regional, national, or international meetings.	Role in planning scientific meetings for professional societies Membership on steering committees or study section committees  Appointment to committee on health policy or clinical practice guidelines  Editorial board member  Manuscript reviews	
Service to the Medical Center, University and Community	Administrative roles in medical school, hospital, departmental, or division activities. b. Service on medical school, hospital, departmental, or division committees. c. Important contribution of service to a clinical laboratory program.	Medical Director of clinical laboratory  Study sections  Committees such as the human studies or biosafety committee  Medical School admissions committee  Trainee selection committees  Departmental or WUSM steering committees  Involvement in Diversity, Equity, and Inclusion initiatives	Appointment or election to Department, School, or hospital leadership committees  Appointment to administrative leadership roles  Development of material for use by patients  Writing for magazines, newspapers, health letters or websites on topics related to area of clinical expertise Speaking to lay populations about health topics related to clinical expertise  Leadership in Diversity, Equity, and Inclusion initiatives