

MUSC DEPARTMENT OF ORTHOPAEDICS

FACULTY MENTORING PROGRAM

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Introduction

The Department of Orthopaedics recognizes that professional and personal development are critical to recruitment, retention, and satisfaction within the faculty members. It is also incumbent on all members of the University to show that tangible progress is being made and documented. It is thought that a mentorship program will help assist in this process.

Mission Statement for Department of Orthopaedics

To be a national leader in providing the highest quality orthopaedic care to residents of South Carolina and the Southeastern United States in a scholarly environment that fosters inquiry, education, and service, and is focused on the advancement of current practice.

Purpose

We believe in the strength of a diverse and inclusive workforce, where differences provide us the unique ability to positively impact patient care, research and education. In designing and implementing department mentoring plans, it is very important that the plan includes effective mentoring approaches that take into account the background, strengths, and needs of each mentee to help enhance the chances of academic success. The purpose of this program is to help each faculty member optimize their potential for professional growth. While this program is reflective of the department's culture and mission, it is not the goal to clone the faculty. It is recognized that all faculty members have differing strengths and ambitions, and this diversity is important to the global success of the department and the university. Therefore the mentoring process is meant to be flexible and individualized to the goals of each faculty member.

Orthopaedic Mentorship/Faculty Development Committee (MFDC)

Committee chair – Charles Reitman, MD. Members Vincent Pellegrini, MD, Langdon Hartsock, MD, Richard Friedman, MD, John Glaser, MD, James Mooney, MD

Roles of MFDC committee chair

- Committee chair is part of a University Mentor Leadership Council
- Monitor, review and modify as needed the MFDC at least annually
- Assist with selection of mentor
- Share consensus evaluation of progress with chair

Roles of Mentor

- Assist in goal development including areas of clinical practice, teaching, research, and leadership
 - Facilitate achievement of goals (Appendix A)
- Council mentee on promotion and tenure
 - Advise Mentee on their designated track
<http://academicdepartments.musc.edu/com/faculty/apt/musc/index.html>
- Council on issues related to professionalism

- Provide feedback. Mentee – mentor meetings will be quarterly, and documented biannually.
- Complete formal annual review and submit to the MFDC (Appendix C)
- Provide mentee feedback from their annual evaluation by MFDC

Candidates for Mentorship

All junior faculty members defined as assistant or non tenured associate professors will be required to have a senior faculty mentor. For all new faculty, the mentor will be assigned by the department chair during the first month of employment. The faculty mentee has the opportunity to switch mentors at any time within the first year by notifying the chair in writing. After the first year, you must send a petition to the mentor committee for review and approval. Existing faculty may select a mentor within a month. If not, one will be assigned by the chair.

It is permissible to have more than one mentor, particularly if the faculty member has divergent interests that can be cultivated by more than one mentor. This mentor can reside in any relevant department within the University but at least one mentor should reside in Orthopaedics.

The mentee will maintain a MFDC portfolio which includes the following

- The MFD plan and evaluation report (Appendix A)
- Current CV in MUSC format (Appendix F)
- Summary of achievements pertaining to clinical practice, teaching, research and leadership goals. Complete Promotion Document (Appendix D)
- Mentor evaluation reports (Appendix B)

Annual Evaluation

Mentee will submit the portfolio to the MFDC a minimum of 2 weeks prior to the meeting which will be held in June. They should plan to meet with their faculty mentor at least 4 weeks in advance of this meeting. The purpose is to assess progress and reconcile the plan with the promotion criteria, to discuss any obstacles to development, and facilitate progress going forward. The following content will be reviewed

- Designated promotion track
- MFD plan and evaluation (Appendix A)
- Mentor evaluation (Appendix B)
- Mentee evaluation (Appendix C)
- Promotion document (Appendix D)
- MUSC Formatted CV (Appendix F)

Outcome Measures

Departmental

- Faculty satisfaction with MFD plan
- Faculty attrition / growth
- Percent eligible faculty promoted within a 7 year period
- Honors and awards by faculty
- Total number of publications by mentored faculty
- Total funding of mentored faculty

Mentee

- Achievement of goals as outlined in MFD plan
- Research metrics
 - Number grants submitted
 - Number grants funded
 - Number of publications
 - Number textbook chapters
 - Number of presented studies; posters or podium
 - Research awards
 - Mentor for resident projects
- Teaching metrics
 - Lectures medical students, grad students
 - Case conference attendance
 - Resident anatomy sessions
 - Core curriculum resident lectures
 - Grand rounds, MUSC
 - Symposium participation at regional, national and international meetings
 - Resident faculty evaluations
 - Teaching awards
 - Participation in journal club
- Clinical
 - RVU
 - Residents on service
 - On call participation
- Leadership
 - National or regional officer
 - ABOS examiner
 - Editorial review board
 - Ad hoc reviewer
 - NIH study section member
 - Medical mission in orthopedics
 - National and regional committees
 - Institutional committees
 - Other community service

Appendix A - MFD Plan

Faculty Name _____

Mentor Name _____

Date of Hire _____

Date of Evaluation _____

List of goals

- Short term (2 years)

- _____
- _____
- _____
- _____
- _____

- Long term (5+ years)

- _____
- _____
- _____
- _____
- _____

List obstacles

- _____
- _____
- _____
- _____

List resources

- _____
- _____
- _____
- _____

List Opportunities

- _____
- _____
- _____
- _____

Appendix B – Mentor Evaluation

Part 1. TO BE COMPLETED BY MENTEE.

Mentee: _____

Mentor: _____

ITEM	Excellent	Fair	Poor		
1. The mentor is available on a regular basis and approachable.	1	2	3	4	5
2. The mentor helps define goals	1	2	3	4	5
3. The mentor has respect for the mentee	1	2	3	4	5
4. The mentee has respect for the mentor	1	2	3	4	5
5. The mentor is an appropriate role model for the mentee	1	2	3	4	5
6. The mentor has a good understanding of the challenges presented to the mentee.	1	2	3	4	5
7. The mentor has been helpful in guiding the mentee through the challenges presented	1	2	3	4	5
8. The mentor provides both support and constructive criticism of the mentee.	1	2	3	4	5
9. The mentee Maintains a portfolio of publications, lectures, clinical development, faculty/university service for periodic review with mentor(s) and annual review with chair	1	2	3	4	5

Appendix C – Mentee evaluation

MENTOR EVALUATION

Progress toward goals _____

Clinical performance _____

Education/teaching _____

Research _____

Leadership _____

Appendix D – Promotion document

Medical University of South Carolina

College of Health Professions

Promotion Documentation

Name:

Department: _____ Division: _____

Purpose: ___ Promotion
 ___ Interim Review

Track: ___ Tenure
 ___ Non-Tenure

Concentration ___ Academic Educator
 ___ Academic Researcher
 ___ Academic Clinician

Academic Rank applying for: ___ Assistant Professor
 ___ Associate Professor
 ___ Professor

Time in current rank: ___ Years ___ Months

Profession: _____

Highest Academic Degree: _____

Please specify the (RECOMMENDED and ADDITIONAL) evidence of achievement in each category that have been successfully accomplished since the last promotion. Comments may include the applicability of material presented in portfolio.

TEACHING ___ % Effort
Evidence of Achievement

Comments:

SERVICE _____% Effort
Evidence of Achievement

Comments:

SCHOLARSHIP _____% Effort
Evidence of Achievement

Publications since last promotion
_____ Peer reviewed journal
_____ Book Chapter
_____ Review
_____ Other (please specify):

Comments:

CLINICAL PRACTICE _____% Effort
Evidence of Achievement

Comments:

EXTERNAL FUNDING ___% Effort
Evidence of Achievement

Comments:

Synopsis of External Reviewers (Associate Professor & Professor only)

Synopsis of Annual Reviews

Appendix E – Abbreviated CV

Medical University of South Carolina
College of Medicine
ABBREVIATED CURRICULUM VITAE

Date: _____

Name: _____
Last
First
Middle

Citizenship and/or Visa Status: _____

Office Address: _____ Telephone: _____

Education: *(Baccalaureate and above)*

<u>Institution</u>	<u>Years attended</u>	<u>Degree/Date</u>	<u>Field of Study</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Graduate Medical Training: *(Chronological)*

<u>Place</u>	<u>Dates</u>
Internship _____	_____
_____	_____

<u>Place</u>	<u>Dates</u>
Residencies or Postdoctoral: _____	_____
_____	_____
_____	_____
_____	_____

Board Certification: _____ Date: _____
 _____ Date: _____
 _____ Date: _____
 _____ Date: _____

Licensure: _____ Date: _____
 _____ Date: _____
 _____ Date: _____
 _____ Date: _____

Faculty appointments: *(Begin with initial appointment)*

<u>Years</u>	<u>Rank</u>	<u>Institution</u>	<u>Department</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

First Appointment to MUSC: Rank _____ Date: _____

Appendix F – CV, MUSC Format

Name: Birth Date: (Optional)

Home Address: Phone:

Office Address: Phone: Fax:

Citizenship and/or Visa Information:

Education (Beginning with Baccalaureate Degree):

Institution/Location	Years	Degree/Date	Field of Study
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Internship: (Place) (Dates)

Residencies or Post Doctoral: (Place) (Dates)

Specialty/Board Certification: Date:

Licensure: Date:

Military Service:

Faculty Appointments (Begin with initial appointment):

Years	Rank	Institution	Department
-------	------	-------------	------------

Administrative Appointments:

Years	Position	Institution	Department
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Hospital Appointments/Privileges:

Years	Active/Inactive	Institution
-------	-----------------	-------------

Other Experience:

Years	Position	Institution	Department
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Membership in professional/scientific societies (include offices held):

- National Societies
- Local Societies

Editorial Positions:

Extramural Grants/award amount (current and past):

- As Principal Investigator (% time)
- As Co-Investigator (% time)

Intramural Grants/amount of award:

Awards, Honors, Membership in Honorary Societies:

Academic Committee Activities (past 5 years):

- University
- College
- Department
- Division

Major Teaching Interests and Responsibilities (Current):

- Undergraduate Medical Education
- Graduate Medical Education
- Graduate Studies Education
- Continuing Medical Education

CURRICULUM VITAE FORMAT (Continued)

Mentoring Activities

Major Clinical Interests and Responsibilities:

Major Research Activities and Responsibilities:

Lectures and Presentations during the last 3 years – Identify the name and location of the meeting/conference. List presentations under the following headings:

Invited lectures and presentations

Submitted presentations (e.g., abstract or paper presentations)

Extramural Professional Activities:

Faculty Development:

Community Service:

NOTE: Please use the following symbols to identify names of

Medical students*

Graduate students#

Residents+

who appear as co-authors on publications.

Publications: Number and list in chronological order publications under the following headings in the order shown.

Peer Reviewed Journal Articles: Published or accepted for publication in final form

Non- Peer Reviewed: Published non-peer reviewed journal articles

Scholarly Books and Monographs:

Chapters in Scholarly Books and Monographs

Peer Reviewed Electronic Publications:

Non-Peer Reviewed Electronic Publications:

Other Publications: (e.g., newspapers and magazines)

Products or Patents:

Appendix G – Annual Faculty Scholarly Achievement Assessment

Publications / Awards (credit taken only ONCE, AT TIME OF PUBLICATION OF THE ARTICLE; first or senior author full value, co-author half value)

Peer reviewed	NEJM/JAMA/Science	10 pts
	JBJS, JBC	8 pts
	JOR, CORR, subspec journals	5 pts
Textbook author/editor		10 pts
Invited chapter		6 pts
Section editor in book, journal		5 pts
Non peer review journal		2.5 pts
Invited editorial/commentary		4 pts
Non-peer reviewed		2 pts
Case reports (peer reviewed or non p/r)		2 pts
Letter to the Editor		1 pt
National award		10 pts
Regional award		5 pts

Grants (credit taken EACH YEAR during the lifetime of each grant)

PI >100k, not for profit	10 pts
PI >100k, industry	8 pts
PI <100k, not for profit	5 pts
PI <100k, industry	5 pts
Co-I, any of the above	3 pts
Any grant, < \$10,000	2 pts
PI on Federal grant submission	2 pts

Teaching / education (credit taken only ONCE in the lifetime of each occurrence)

Annual Department “Teacher of the Year” award	10 pts
Mentor/advisor resident thesis – credit on graduation	5 pts
Resident faculty evaluations - annual	5 pts (max per chair)
Medical Student faculty evaluations - annual	5 pts (max per chair)
Medical Student first year anatomy lecture/lab	2 pts
Resident Anatomy session	2 pts
Resident core curriculum lectures, each	1 pt
Medical student/ Grad student lectures, each	1 pt
Medical student advisor/mentor	1 pt
Grand rounds, internal/local, at MUSC	1 pt

Professional service (credit may be recurrent each year with ongoing service)

National org officer / board member	10 pts
Regional org officer / board member	3 pts
Membership in National “invitation only” Society	5 pts
ABOS, examiner	5 pts
ACGME / orthopaedic RRC site visitor	5 pts
AAOS program committee/subcommittee	5 pts
Editorial review board / assoc editor	5 pts
NIH study section member	5 pts
IRB – MUSC	5 pts
Medical mission in orthopaedics, one week	5 pts
Reviewer, ad hoc – per journal	2 pts
National committees	3 pts
Regional committees	2 pts
Institutional or Departmental committees	
Chair	3 pts
Member	1 pt

Presentations (full credit taken only ONCE in the lifetime of each occurrence)

- **talks given more than once - half credit at each additional meeting**
- **co-author / non-presenter – half credit**
- **please list meeting or sponsoring organization as well as title of talk**

original research/abstracts/posters

National, peer reviewed (e.g. aaos , ors , spec societies)	5 pts
Regional, peer reviewed (e.g. soa , scos)	3 pts
Supplement if giving podium presentation	+1 pt

invited lectures/DVD production

- **any second talk given at same invited meeting receives half credit**
- ***NO points if honorarium or royalties received from sponsoring company!***

Peer organizations – national/international	5 pts
AAOS session <i>moderator</i> , annual meeting	3 pts
SOA, SCOA <i>moderator</i>	2 pts
Outside University / Regional peer groups	3 pts
MUSC / CME outreach / community	2 pts

Chair discretion, unlisted activities

20 pts (max)

Total academic pool value / total number of points earned by faculty = value/point

The executive committee may be petitioned for consideration of any activity that is not represented in this listing.

Each faculty member is responsible for completion of this worksheet and validation to chair as requested.

Annual Faculty Citizenship Assessment (for the citizenship pool)

M and M conference	(max 10)
Grand Rounds	(max 10)
On-call participation	(max 10)
Journal Club	(max 10)
Faculty meetings and retreat attendance	(max 10)
Chair discretion	up to 50 points

100 points earns a FULL share of citizenship pool. Total points less than 100 earns that fraction of a full citizenship share.

Value of a full share in citizenship pool = total value of pool/number of faculty FTEs

Appendix H - Promotional track descriptions

Typical Degree	Tenure Tracks	Non-Tenure Tracks
PhD	Academic Investigator	Modified Research
	Academic Investigator/Educator	
MD	Academic Clinician	Modified Clinical
	Clinician Educator	

Academic Investigator - Most faculty, primarily PhD, have a primary commitment to basic biomedical research. Funded researcher, with productive publication record, and teaching responsibilities revolving primarily around research.

Academic Investigator/Educator – Primarily PhD. Commitment to biomedical, educational, or health services research with productive publication record and development of educational materials and processes, with most of the effort directed toward teaching.

Academic Clinician – Clinician scientist. Classic “triple threat” MD with primary commitment to research and teaching, with some patient care as well. Research emphasis is often clinical, but can be basic biomedical, educational, or health services as well.

Clinician Educator –MD clinician with primary commitment to clinical practice and principal academic involvement in teaching of orthopaedics with related scholarship in education. Display leadership characteristics that result in participation in specialty societies and organizations.

Modified Clinical – Recognized for clinical excellence with a productive clinical load that provides a setting for medical education, and acknowledged as a superior clinical teacher.

Modified Research – Primary commitment to research. Supporting role investigator, often without funding as PI, that provides training and mentoring in the lab, but otherwise has no teaching effort.

(Modified tracts are not eligible for tenure)

Tenure

Tenure is separate and distinct from promotion, and is a measure of reliable and predictable productivity rewarded with the assurance of continuous employment. It ensures academic freedom with the expectation that the physician maintains a high level of performance.

Implicit in tenure is academic maturity. Tenure is granted when the faculty provides a level of responsibility, leadership, and consistency of contribution that is determined to be critical to the ongoing mission(s) of the health system.

Appendix I - CLINICAL EDUCATOR TRACK IN BRIEF

	Associate Professor	Professor
Academic Commitment		
Research	Involved in scholarly activity, and provide opportunity for residents to learn and participate in the investigative process. This can be research or innovation around basic science / biomechanics, clinical, educational, or leadership. Also participation in multi institutional projects or scholarly work with academic societies. Principle investigator \pm grant funding not necessary but helpful.	Involved in scholarly activity, and provide opportunity for residents to learn and participate in the investigative process. This can be research or innovation around basic science / biomechanics, clinical, educational, or leadership. Also participation in multi institutional projects or scholarly work with academic societies. Principle investigator \pm grant funding not necessary but helpful.
Publications	Minimum is total of 5 or more. You are encouraged to publish at least 2 documents a year. This can include peer reviewed publications consisting of original research, review articles, publications through specialty organizations, and/or book chapters, or development, production and implementation of innovative teaching materials that influence practice at the regional & national levels	Content per aforementioned. Minimum is 5 or more since last promotion, and total of 10 or more. Encouraged to produce at least 3 documents a year.
Meeting presentations / abstracts	No metric but encourage at least 1/year	No metric but encourage at least 1/year
Leadership activities	Leadership roles within the department, the university, and/or regional/national societies. Program director.	Leadership roles within the university, and national / international societies. Must be active leader within the department including mentoring, clinical, educational and/or quality committees, educational curriculum development, and section development. Program director.
Training of students and residents	Selfless commitment to academics. Participate in evaluation process, and in conferences including grand rounds, fracture conference, specialty case conference, journal club, faculty meetings, anatomy dissections.	Selfless commitment to academics. Participate in evaluation process, and in conferences including grand rounds, fracture conference, specialty case conference, journal club, faculty meetings, anatomy dissections.
Teaching	Valuable teacher as measured by departmental Teacher of Year award or other teaching nominations/awards, resident and med student evals, advisor or mentor activity, internal or local lectures.	Distinguished teacher as measured by departmental Teacher of Year award or other teaching nominations/awards, resident and med student evals, advisor or mentor activity for trainees and faculty, internal or local lectures.
Course Development / Director	Local, regional, national or international helpful	Local, regional, national or international helpful
Clinical load	Must be productive clinically. Minimum of 0.8 FTE devoted to clinical (\pm leadership) activity	Must be productive clinically. Minimum of 0.8 FTE devoted to clinical (\pm leadership) activity
Clinical expertise	Key faculty for resident \pm med student clinical training.	Key faculty for resident \pm med student clinical training. Recognized as clinical leader in your field. Exemplary professional role model.
Recognition	Regional / National recognition. Editorial boards, visiting professorships, society appointments, national committee service	National / International recognition. Editorial boards, visiting professorships, society appointments, national or international committee service
Letters of recommendation	Minimum 4 letters, all outside the institution. At least 2 of the references must be from someone who has not been associated with you as a past mentor, teacher, student, or trainee. Letter writers must be associate professors or professors or the equivalent.	Minimum 4 letters, all outside the institution. At least 2 of the references must be from someone who has not been associated with you as a past mentor, teacher, student, or trainee. Letter writers must be professors or the equivalent.

Appendix J - ACADEMIC INVESTIGATOR TRACK IN BRIEF

	Associate Professor	Professor
Academic Commitment		
Research	Established independent investigator with major impact in planning/development of research project. Co-investigator on research grants. PI on significant grants such as R01, K award, or industry funded grants.	Distinguished career exemplifying scholarship. Excellence & productivity in research. Established independent investigator with major impact in planning/development of research project. Co-investigator on research grants. PI on significant grants such as R01, K award, or industry grants with history of continuous or renewed funding.
Publications	Minimum is total of 10 or more. You are encouraged to publish 2 to 3 documents a year of significance. This can include peer reviewed publications consisting of original research, review articles, publications through specialty organizations, and/or book chapters, or development, production and implementation of innovative teaching materials that influence practice at the regional & national levels. Significance is generally represented as first, second or last author. Impact of journal also affects significance.	Content per aforementioned. Minimum is 10 or more since last promotion, and total of 30 or more of significance. Encouraged to produce 3 to 4 documents a year.
Meeting presentations / abstracts	Evidence of a regional reputation. Includes invited presentations to regional or national meetings, workshops, visiting professorships, evidence of regional or national collaborations. Includes publication of reviews, chapters, textbooks, and peer reviewed papers.	Evidence of a national reputation. Includes invited presentations to regional or national meetings, visiting professorships, evidence of regional or national collaborations. Publication of reviews, chapters, textbooks, peer reviewed papers, or development, production and implementation of innovative teaching materials that influence practice at the regional & national levels
Leadership activities	Active involvement in local and national professional organizations. Program director.	Active involvement in local and national professional organizations. Lead on multicenter/collaborative grants. Program director.
Training of students and residents	Active research training of students, residents or grad students.	Key faculty for training of students, residents or grad students.
Teaching		
Course Development / Director		
Clinical load		
Clinical expertise		
Recognition	Regional recognition. Editorial boards, visiting professorships, society appointments, committee service, workshops	National recognition. Editorial boards, visiting professorships, society appointments, committee service, workshops
Letters of recommendation	Minimum 4 letters, all outside the institution. At least 2 of the references must be from someone who has not been associated with you as a past mentor, teacher, student, or trainee. Letter writers must be associate professors or professors or the equivalent.	Minimum 4 letters, all outside the institution. At least 2 of the references must be from someone who has not been associated with you as a past mentor, teacher, student, or trainee. Letter writers must be professors or the equivalent.

Appendix K - Academic Investigator-Educator TRACK IN BRIEF

	Associate Professor	Professor
Academic Commitment		
Research	Co investigator. Direct involvement in research for educational methods, outcomes and quality. Grant support for research of development of teaching methods, or health care delivery methods, or clinical care systems helpful.	Distinguished career exemplifying scholarship. Co investigator. Direct involvement in research for educational methods, outcomes and quality. Grant support for research of development of teaching methods, or health care delivery methods, or clinical care systems helpful.
Publications	Minimum is total of 5 or more. You are encouraged to publish 2 to 3 documents a year. This can include peer reviewed publications consisting of original research, review articles, publications through specialty organizations, and/or book chapters, or development, production and implementation of innovative teaching materials that influence practice at the regional & national levels	Content per aforementioned. Minimum is 5 or more since last promotion, and total of 10 or more. Encouraged to produce 3 to 4 documents a year.
Meeting presentations / abstracts	Continued publication. No minimum standard, but encouraged to do minimum of two per year. This can include original research, review articles, publications through specialty organizations, and/or book chapters, or development, production and implementation of innovative teaching materials such as curricula, educational programs, textbooks, syllabi, computer programs and video tapes	Continued publication. No minimum standard, but encouraged to do minimum of three per year. This can include original research, review articles, publications through specialty organizations, and/or book chapters, or development, production and implementation of innovative teaching materials such as curricula, educational programs, textbooks, syllabi, computer programs and video tapes
Leadership activities	Contributions to committees at department, college, university. Program director.	Contributions to committees at department, college, university. Program director.
Training of students and residents	Active training of students, residents or grad students. Includes large or small group or bedside teaching for UME, GME or CME	Key faculty for training of students, residents or grad students. Includes large or small group or bedside teaching for UME, GME or CME
Teaching	Valuable teacher as measured by course evaluations or teaching awards	Superior teacher as measured by course evaluations or teaching awards
Course Development / Director	Serves as Course Director for one or more major professional courses. Important contributor to course development or direction for UME &/or GME.	Serves as Course Director for one or more major professional courses. Important contributor to course development or direction for UME &/or GME.
Clinical load		
Clinical expertise		
Recognition	Regional recognition for educational programs	National/International 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.
Letters of recommendation	Minimum 4 letters, all outside the institution. At least 2 of the references must be from someone who has not been associated with you as a past mentor, teacher, student, or trainee. Letter writers must be associate professors or professors or the equivalent.	Minimum 4 letters, all outside the institution. At least 2 of the references must be from someone who has not been associated with you as a past mentor, teacher, student, or trainee. Letter writers must be professors or the equivalent.

Appendix L - ACADEMIC CLINICIAN TRACK IN BRIEF

	Associate Professor	Professor
Academic Commitment		
Research	Established independent investigator with major impact in planning/development of research project. Co-investigator on research grants. PI on significant grants such as R01, K award, or industry funded grants helpful but not necessary. Research multiple and diverse, and can be collaborative in nature.	Distinguished career exemplifying scholarship. Excellence & productivity in research, outstanding success as a teacher, and/or outstanding service contributions. Established independent investigator with major impact in planning/development of research project. Co-investigator on research grants. Research multiple and diverse, and can be collaborative in nature. PI for significant grants highly desirable.
Publications	Minimum is total of 10 or more. You are encouraged to publish 2 to 3 documents a year of significance. This can include peer reviewed publications consisting of original research, review articles, publications through specialty organizations, and/or book chapters, or development, production and implementation of innovative teaching materials that influence practice at the regional & national levels. Significance is generally represented as first, second or last author. Impact of journal also affects significance.	Content per aforementioned. Minimum is 10 or more since last promotion, and total of 30 or more of significance. Encouraged to produce 3 to 4 documents a year.
Meeting presentations / abstracts	Evidence of a regional reputation. Includes invited presentations to regional or national meetings, visiting professorships, textbook chapters, and evidence of regional or national collaborations.	Evidence of a national reputation. Includes invited presentations to regional or national meetings, visiting professorships, textbook chapters, and evidence of regional or national collaborations.
Leadership activities	Contributions to committees at department, college, university, community, state, regional, national and international levels. Active involvement in local and national professional organizations. Program director.	In addition to aforementioned metrics, interprofessional teaching and interdisciplinary research encouraged. Program director.
Training of students and residents	Active training of students, residents or grad students. Includes large or small group or bedside teaching.	Key faculty for training of students, residents or grad students. Includes large or small group or bedside teaching.
Teaching	Superior evaluations of teaching by students, residents, peers, course directors, dept. chairs.	Superior evaluations of teaching by students, residents, peers, course directors, dept. chairs.
Course Development / Director		
Clinical load	Evident	Evident
Clinical expertise	Established regional reputation as an authority in a clinical specialty helpful	Established national reputation as an authority in a clinical specialty helpful
Recognition	Regional recognition. Editorial boards, visiting professorships, society appointments, committee service	National recognition. Editorial boards, visiting professorships, society appointments, national committee service in the form of leadership positions is desirable.
Letters of recommendation	Minimum 4 letters, all outside the institution. At least 2 of the references must be from someone who has not been associated with you as a past mentor, teacher, student, or trainee. Letter writers must be associate professors or professors or the equivalent.	Minimum 4 letters, all outside the institution. At least 2 of the references must be from someone who has not been associated with you as a past mentor, teacher, student, or trainee. Letter writers must be professors or the equivalent.

Appendix M - Modified Clinical TRACK IN BRIEF

	Associate Professor	Professor
Academic Commitment		
Research		
Publications	Desirable	Highly desirable
Meeting presentations / abstracts		
Leadership activities	Participates in departmental committees.	Participates in departmental, hospital and/or university committees
Training of students and residents	Clinical activity provides a setting for medical education \pm data base for clinical research	Clinical activity provides a setting for medical education \pm data base for clinical research
Teaching	Recognized locally and regionally as superior teacher based on evaluations and teaching awards. Attends and participates in departmental teaching conferences and meetings.	Distinguished career as a clinical educator, role model and resident and/or faculty mentor. Recognized national teaching excellence based on evaluations and teaching awards. Attends and participates in departmental teaching conferences and meetings. Plays key role in trainee education.
Course Development / Director		
Clinical load	Minimum of 0.8 FTE clinical activity	Minimum of 0.8 FTE clinical activity
Clinical expertise	Record of excellence in clinical care	Exemplary record of excellence of in clinical care
Recognition	Recognized as expert in their specialty regionally	Recognized as expert in their specialty nationally
Letters of recommendation	Minimum 4 letters, all outside the institution. At least 2 of the references must be from someone who has not been associated with you as a past mentor, teacher, student, or trainee. Letter writers must be associate professors or professors or the equivalent.	Minimum 4 letters, all outside the institution. At least 2 of the references must be from someone who has not been associated with you as a past mentor, teacher, student, or trainee. Letter writers must be professors or the equivalent.

Appendix N - Modified Research TRACK IN BRIEF

	Associate Professor	Professor
Academic Commitment		
Research	Direct involvement in research. Established independent investigator with major impact in planning/development of research project. Principal or co-investigator on significant grants desirable but not required.	Established independent investigator with major impact in planning/development of research project. Must be substantially grant funded at least as a co-investigator. 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.
Publications	Minimum is total of 10 or more. You are encouraged to publish 2 to 3 documents a year of significance. This can include peer reviewed publications consisting of original research, review articles, publications through specialty organizations, and/or book chapters, or development, production and implementation of innovative teaching materials that influence practice at the regional & national levels. Significance is generally represented as first, second or last author. Impact of journal also affects significance.	Content per aforementioned. Minimum is 10 or more since last promotion, and total of 30 or more of significance. Encouraged to produce 3 to 4 documents a year.
Meeting presentations / abstracts	yes	yes
Leadership activities	Contributions to departmental committees	Contributions to departmental and university committees. Active involvement in local and national professional organizations
Training of students and residents		Key individual intraining of students, post-graduates and mentorship of junior faculty in the lab.
Teaching	Desirable but not necessary.	Desirable.
Course Development / Director		
Clinical load		
Clinical expertise		
Recognition	Regional peer recognition for research activities including invitations to present work at other universities, workshops and scientific conferences with evidence of regional reputation.	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.
Letters of recommendation	Minimum 4 letters, all outside the institution. At least 2 of the references must be from someone who has not been associated with you as a past mentor, teacher, student, or trainee. Letter writers must be associate professors or professors or the equivalent.	Minimum 4 letters, all outside the institution. At least 2 of the references must be from someone who has not been associated with you as a past mentor, teacher, student, or trainee. Letter writers must be professors or the equivalent.