

Clinical Faculty Pathway

The Clinical Faculty Pathway is a non-tenure eligible faculty classification for physicians who contribute to the mission of our health system through independent medical practice, teaching, and the recurrent direct supervision of patient care provided by medical students, resident physicians, and other healthcare learners.

Professional titles on this pathway are Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor.

Academic advancement requires demonstration of excellence in patient care, teaching, and other professional achievements. *(See page 2 for examples)*

	Time in rank for full-time faculty	Clinical Patient Care	Teaching and Educational Activities	Other Professional Achievements*	Service and Administration	Professional Reputation
Promotion from Clinical Instructor to Clinical Assistant Professor	1-2 years in rank. Promotion based on department review.	Attains board certification and provides appropriate clinical care.	Participation in the educational mission by lecturing, teaching, and other activities.	Begin work in one or more areas of professional achievement.	Department and section committees and local involvement.	Positive local reputation with peers.
Promotion from Clinical Assistant Professor to Clinical Associate Professor	Application in the 6 th year in rank or later. Promotion based on department review and institutional review committee.	Exemplary clinical practice, early development of an area of expertise, and professional innovation. Positive assessments of patient care activities or other evidence of excellence in clinical patient care.	Meaningful and impactful clinical teaching with positive learner evaluations. Participation in educational programs in addition to clinical teaching, often with more than one learner type. May include curriculum development and leadership of programs.	Evidence of meaningful faculty work and excellence in specified professional activities* with recognition at the local and regional levels. <i>*See page 2 for examples</i>	Department and section committees, School of Medicine and institutional committees, regional organizations. Often have leadership roles.	Regional reputation in area of professional expertise.
Promotion from Clinical Associate Professor to Clinical Professor	Application in the 6 th year in rank or later. Promotion based on department review and institutional review committee.	Exemplary clinical practice, clear and well-developed area of expertise, and professional innovation. Positive assessments of patient care activities or other evidence of excellence in clinical patient care.	Meaningful and impactful clinical teaching with positive learner evaluations. Participation in educational programs in addition to clinical teaching, often with more than one learner type. Often include curriculum development and leadership of programs.	Evidence of meaningful faculty work and excellence in specified professional activities* with recognition at the national level. <i>*See page 2 for examples</i>	Department and section committees, School of Medicine and institutional committees, regional and national organizations. Typically have leadership roles.	National reputation in area of professional expertise.

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Applicants for promotion on the Clinical Faculty Pathway will prepare a Clinician's Portfolio that demonstrates excellence in patient care activities, a Teaching Portfolio that highlights achievements in teaching and education, and a Professional Achievement Portfolio that demonstrates excellence in **up to three** areas of professional focus. See the Office of Faculty Affairs for details about portfolio preparation and other required documents.

While extramural grant funding and/or traditional publications are not required on this pathway, these types of professional accomplishments and other types of portfolio evidence may be used to demonstrate significant achievements that support faculty excellence in any of the following categories.

Candidates will highlight up to 3 categories of accomplishments in the Professional Achievement Portfolio:

1. **Patient Safety & Quality Improvement** – faculty will lead and/or play a documented key role in creating, analyzing, and implementing patient safety and quality initiatives, with evidence of performance improvement on an annual basis.
2. **Patient Care Process Improvement** – faculty will create and/or play a documented key role in implementing creative patient care processes or clinical pathways. Evidence of effectiveness and annual assessment of success are highly valued.
3. **Committee Leadership** – faculty will serve in leadership roles for medical center and/or professional society committees and task forces annually. Evidence of accomplishments, significant initiatives, and outcomes in these roles is highly valued. Include details for role(s) the candidate has played in accomplishments.
4. **Clinical Administrative Leadership** – faculty will provide evidence of excellence as a leader for clinical care activities. Roles may include serving as a medical director, clinical operations leader, or other ongoing and regular patient care related leadership positions. Feedback and assessments from team members, such as 360-degree evaluations, are highly valued to provide evidence of strong leadership. Include information about success of these activities and how the candidate's leadership contributed to them.
5. **Healthcare Innovations** – faculty will demonstrate creative accomplishments that lead to patents, medical device development, new therapeutics, nontraditional teaching methods or healthcare/public health content delivery, or other innovative approaches that improve health. This may include supportive roles in team science that may not otherwise be considered traditional scholarship that has been formally peer-reviewed. Grant funded professional activities that support the clinical mission of our health system are highly valued and may include extramural support of new clinical programs, innovative educational efforts, and/or other funded patient care initiatives.
6. **Advocacy Efforts** – faculty will provide evidence of significant participation and leadership in state and/or national advocacy efforts related to healthcare and/or academic medicine, including medical education and research, documented annually. Include documentation of outcomes, successful initiatives, and details about how the candidate contributed to these efforts.
7. **Clinical Outreach Activities** – faculty members will lead regular medical center outreach events, regularly appear in media to represent the medical center, and/or publish written materials disseminated outside of our health system that support the positive reputation of our institution each year.