

**UNIVERSITY OF MINNESOTA  
MEDICAL SCHOOL**

**DEPARTMENT OF MEDICINE  
(CLINICIAN TRACK STATEMENT)  
Appointment and Promotion Criteria and Standards**

**I. INTRODUCTORY STATEMENT**

This document describes the specific criteria and standards which will be used to evaluate whether faculty meet the general criteria for promotion on the Clinician Track. Clinician Track appointments are annually renewable and are not in the tenure stream. Criteria and standards described in this Statement are used for appointment at all ranks and for promotion of faculty on the Clinician Track. The Clinician Track Statement also defines the criteria for annual performance review of faculty at all ranks, and where appropriate, post-promotion review.

This document contains Criteria and Standards pertaining to:

- a) Appointment to the Clinician track as an Assistant Professor.
- b) Promotion from Assistant Professor to Associate Professor and from Associate Professor to Professor.
- c) The process for the annual faculty performance review.

The criteria, standards and procedures are applied without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

All departmental Clinician Track Statements must be reviewed and approved by the Associate Dean for Faculty Affairs.

**II. MISSION STATEMENT**

Committed to innovation and diversity, the Medical School educates physicians, scientists, and health professionals; generates knowledge and treatments; and cares for patients and communities with compassion and respect.

The Medical School strongly encourages and values interdisciplinary work, including scholarship, public engagement, and teaching, as well as interprofessional collaboration in clinical sciences.

**III. APPOINTMENT AND ANNUAL PERFORMANCE REVIEW OF FACULTY**

**A. Appointment of Faculty**

Clinician Track appointments may be made on all University of Minnesota Medical School campuses and affiliated sites, following the processes described in the *Medical School Policy on Faculty Appointments*. Each department must add specialty-specific criteria for appointment in a departmental addendum.

1. Assistant Professor

In the Medical School, the entry level rank for faculty is at the Assistant Professor level. The minimal, general criteria for initial appointment at this rank include:

- a. Possession of a either an M.D. or D.O.
- b. Board eligibility or certification.
- c. Documentation of competence in the skills of communication, including effective communication with students, colleagues, and patients.

2. Associate Professor and Professor

The criteria for appointment as Associate Professor or Professor are the same as the criteria for promotion to the rank and can be found in Sections IV.C. and IV.D.

**B. Annual Performance Review of Faculty**

1. Process

All Clinician Track faculty, at all ranks, undergo an annual performance review. The process for this review is described in the *Medical School Faculty Review Policy: Annual Review*. The department defines the criteria for annual performance review. The head of each department or his/her designee annually reviews the progress of each faculty member. The Department Head prepares a written summary of that review and discusses the faculty member's progress with the faculty member, giving him/her a copy of the report. In considering proposals for promotion in rank, the Medical School and its Departments comply with the procedures described in this Statement.

2. Criteria

The criteria for satisfactory performance for the annual review are the same as those for the appropriate rank, as defined in this Clinician Track Statement.

**IV. CRITERIA AND STANDARDS FOR PROMOTION IN RANK**

**A. Definition of Excellence for Clinical Practitioners**

1. The ACGME competencies provide a framework for the education and training of our residents as well as an expectation of how faculty members should conduct themselves to achieve high quality, empathetic patient care that not only diagnoses and treats illness, but also aids in improving patient health and wellness. Faculty members being considered for promotion on the Clinician Track must demonstrate sustained excellence in all six of the ACGME competencies acting as a role model for medical students, residents, fellows and colleagues. The ACGME competencies include:
  - a. Practice-Based Learning and Improvement – The ability to investigate and evaluate an individual's patient care practices, appraise and assimilate scientific evidence, and improve their patient care practices.
  - b. Patient Care and Procedural Skills - Provision of patient care that is compassionate, appropriate and effective for the treatment of health problems and the promotion of health.
  - c. Systems Based Practice – Demonstration of an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value.
  - d. Medical Knowledge – Demonstrated knowledge about established and evolving biomedical, clinical, and cognate sciences and the application of this knowledge to patient care.
  - e. Interpersonal and Communication Skills – Demonstration of interpersonal and communication skills that result in effective information exchange and teaming with patients, patients' families and professional associates.
  - f. Professionalism – Demonstration of a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

There are three key work domains for faculty on the Clinician Track:

1. Clinical/patient care activities
2. Academic participation
3. Citizenship/Administration/Service

The Department of Medicine requires achievement in clinical care and teaching for all faculty at each rank. Additional achievements are required for promotion to Associate Professor and Professor, in each of the three work domains. Examples of activities are listed below but the list is not inclusive.

## **B. To Assistant Professor**

Not applicable in the Medical School (entry level rank is Assistant Professor)

## **C. To Associate Professor**

The following principles for promotion to Associate Professor are required:

- Faculty need to contribute **to activities that have an impact** on clinical excellence, teaching, and citizenship inside and outside the University of Minnesota (local/regional).
- **Need all required elements and at least one additional element in each of the three domains** (clinical/patient care activities, academic participation, citizenship/administration/service). Examples of additional elements are listed below, but list is not inclusive (also see Table).

## **CLINICAL/PATIENT CARE ACTIVITIES DOMAIN**

### 1. Excellence in patient care

*Required elements:*

- A recommendation for promotion to Associate Professor is made when an eligible faculty member has a reputation both inside and outside the University of Minnesota (local/regional).
- Faculty must contribute to innovation in care delivery. Clinical initiatives should have demonstrable impact on outcomes (typically locally or regionally).

### 2. Medical knowledge

*Required element:*

- Faculty must demonstrate state-of-the-science knowledge in area of expertise.

### 3. Practice based learning and improvement

*Required element:*

- Evidence for being a continual learner in defined area of clinical expertise, above and beyond the minimum required for licensing and credentialing

### 4. Systems based practice

*Required elements:*

- Evidence of appropriate use of system resources to provide quality care that is optimally valued is required for promotion in the Master Clinician Track.
- Faculty must collaborate well with all members of the health care team
- Faculty must participate in local practice committees.

### 5. Interpersonal and communication skills

*Required element:*

- There must be evidence of strong and respectful communication skills with patients, learners, staff, and other health professionals, inside and outside area of clinical expertise.

**6. Professionalism**

*Required elements:*

- Evidence of professionalism is based on a demonstrated commitment to carrying out professional responsibilities and adherence to ethical principles.
- Faculty must demonstrate exemplary sensitivity to age, gender, and culture of patients and other health care professionals.

*Examples of additional elements for Clinical/Patient Care Activities Domain:*

- Preferred referral patterns within UMN/UMP/Fairview, affiliate sites, and local practices
- Protocols, guidelines, order sets adopted locally, or system-wide
- Demonstration of service to under-served communities
- Participation in global medicine as a provider or teacher
- Participation in training in area of expertise above and beyond that needed for maintenance of certification (such as additional certifications, faculty training programs)
- Development of clinical protocols
- Participation in hospital or clinic QI projects
- Safety promotion activities
- Innovations in delivery of care
- Medical directorship
- Business plan development for new service
- Development of clinical protocols
- Development of guidelines
- QI project participation
- Ongoing training in communication skills, cultural sensitivity
- Development of standardized patient outcome reporting methods
- Leads diversity initiatives
- Mentors others regarding professionalism and/or ethics

**OTHER BASIC PERFORMANCE ATTRIBUTES**

- Timely and high quality management of EHR tasks
- No pattern of clinically significant issues regarding care delivery, quality of care, or safety concerns
- No pattern of cited issues regarding patient and professional interactions
- Board certification in subspecialty (if applicable)
- Maintenance of Certification

**ACADEMIC PARTICIPATION DOMAIN**

**1. Teaching**

*Required elements:*

- Clinical precepting, and being available and responsive for formal and informal teaching activities
- Documentation of teaching excellence
- Recognition as role model
- Clinical mentoring students/resident/fellows/faculty

**OTHER BASIC PERFORMANCE ATTRIBUTES**

- Timely and high quality management of teaching-related tasks

## 2. Research

*Required elements:*

*None*

*Examples of additional elements for Academic Participation Domain:*

- Presentation of medical school lectures
- Grand Rounds presentations inside and outside the DOM
- Invitation to teach patient care skills at a local or regional level
- Service on education related committees in local/regional/national societies
- Development of patient education materials
- Creation or participation in regional or national level consensus conferences
- Participation in clinical trials
- Research participant recruitment
- Publications (peer-reviewed, chapters)
- Abstracts for meeting presentation
- QI project participation

## **CITIZENSHIP/ADMINISTRATION/SERVICE DOMAIN**

*Required elements:*

- Sustained committee service to hospital/clinic/division/department, school, or University

*Examples of additional elements for Citizenship/Administration/Service Domain:*

- Panel/committee roles in discipline-specific regional organizations/professional societies
- Active in local, regional, or national medical community
- Service to schools, community organizations, industry, government, public engagement
- Community outreach activities to promote health

## **D. To Professor**

The following principles for promotion to Professor are required:

- **Sustained trajectory of achievement of requirements for Associate Professor**
- Recognition of achievement should **progress from local/regional to regional/national sphere**
- Faculty need to have a **leadership role** in activities promoting clinical excellence, advancing teaching, or citizenship
- Need **at least one additional element in each of the three domains** (clinical/patient care activities, academic participation, citizenship/administration/service) since promotion to Associate Professor. Examples of additional elements are listed below, but list is not inclusive (also see Table).

Examples of additional elements:

## **CLINICAL/PATIENT CARE ACTIVITIES DOMAIN**

- Innovations in care delivery - clinical initiatives should have demonstrable impact on outcomes (typically regionally, health system-wide, or nationally)

## **ACADEMIC PARTICIPATION DOMAIN**

- Service on education related committees in national organizations/professional societies
- Invitation to teach skills or patient care at national-level courses
- QI project leadership
- Evidence of skills in ongoing mentorship for advancing the careers of younger professionals

#### **CITIZENSHIP/ADMINISTRATION/SERVICE DOMAIN**

- Leadership roles in the service to the Department, Medical School, or University on governance-related or policy making committees (e.g.: committee chair)
- Lead or participate in national level committees
- Panel/committee roles in discipline-specific national organizations/professional societies
- Guideline panel participation
- Exam writing panels

#### **V. INPUT**

Evidence for accomplishments in the three domains can come from the following potential sources:

- Clinical outcome data
- 360 surveys
- Teaching evaluations
- Provider letters
- Patient letters
- Patient satisfaction surveys
- Tools/inventions/decision making models
- Patient education materials
- Electronic products (e.g. blogs, podcasts)
- Conference attendance
- Course participation
- Other training activities
- Learner outcomes
- Letters/attestations

#### **VI. PROCEDURES**

A positive vote by more than 50% of eligible faculty who vote in the Department of Medicine will be considered favorably for promotion in the Medical School. All full-time faculty holding appropriate appointment and rank, including those at affiliated sites, are eligible to vote on recommendations for promotion of candidates in the Clinician Track.

#### **VII. PROCESS FOR UPDATING THIS STATEMENT**

The Medical School will review its Clinician Track Statement at least every five years, or more frequently as needed. Revisions will be made by the Associate Dean for Faculty Affairs. The revisions will be presented to the Faculty Advisory Council. All Medical School faculty will be invited to review and give input on the Statement.

Departments will review their specific criteria at least every five years, and more frequently as needed. Approval will be obtained through a simple majority vote of the Department faculty and the date will be noted on the Department Clinician Track Statement.

*Revisions Approved by Department of Medicine Faculty - March 15, 2020*  
*Revisions Approved by Office of Faculty Affairs – March 23, 2020*

## DOM Clinician Track Criteria for Promotion (Grid)

<p><b>Required Elements (left column)</b></p> <p>Within each of the three key work domains, <u>all</u> of the required elements listed must be met for promotion to Associate or Full Professor. Promotion to Full Professor requires sustained trajectory of requirements for Associate Professor <u>and</u> recognition of achievement in the regional/national sphere <u>and</u> a leadership role in activities to promote clinical excellence, advance teaching, or citizenship.</p>	<p><b><i>Additional Elements (right column)</i></b></p> <p><i>Within each of the three key work domains, at least one additional element is needed for promotion to Associate Professor and at least two for promotion to Full Professor.</i></p> <p><i>Examples of additional elements are listed below, but this list is not inclusive.</i></p>
<p style="text-align: center;"><b>Key Work Domain 1: Clinical/Patient Care Activities</b></p>	
<p><b>Required Elements (i-x):</b></p> <p><b>a) Excellence in patient care</b></p> <p>i) A recommendation for promotion is made when an eligible faculty member has a reputation that extends both inside and outside of the University of Minnesota.</p> <p>ii) Faculty must contribute to innovation in care delivery. Clinical initiatives should have demonstrable impact on outcomes (locally or regionally).</p> <p><b>b) Medical knowledge</b></p> <p>iii) Faculty must demonstrate state-of-the-science knowledge in area of expertise.</p> <p><b>c) Practice based learning and improvement</b></p> <p>iv) Evidence for being a continual learner in defined area of clinical expertise, above and beyond the minimum required for licensing and credentialing.</p> <p><b>d) Systems based practice</b></p> <p>v) Evidence of appropriate use of system resources to provide quality care that is optimally valued</p> <p>vi) Faculty must collaborate well with all members of the health care team</p> <p>vii) Faculty must participate in local practice committees</p> <p><b>e) Interpersonal and communication skills</b></p> <p>viii) There must be evidence of strong and respectful communication skills with patients, learners, staff, and other health professionals, inside and outside area of clinical expertise.</p> <p><b>f) Professionalism</b></p> <p>ix) Evidence of professionalism is based on a demonstrated commitment to carrying out professional responsibilities and adherence to ethical principles.</p> <p>x) Faculty must demonstrate exemplary sensitivity to age, gender, and culture of patients and other health care professionals.</p>	<p><b><i>Examples of Additional Elements:</i></b></p> <ul style="list-style-type: none"> <li>• Preferred referral patterns within UMN/UMP/Fairview, affiliate sites, and local practices</li> <li>• Protocols, guidelines, order sets adopted at your institution or in your healthcare system</li> <li>• Demonstration of service to under-served communities</li> <li>• Participation in global medicine as a provider or teacher</li> <li>• Participation in training in area of expertise above and beyond that needed for maintenance of certification (such as additional certifications, faculty training programs)</li> <li>• Participation in hospital or clinic QI projects</li> <li>• Safety promotion activities</li> <li>• Medical directorship</li> <li>• Business plan development for new service</li> <li>• Development of clinical protocols</li> <li>• Development of guidelines</li> <li>• QI project participation</li> <li>• Ongoing training in communication skills, cultural sensitivity</li> <li>• Development of standardized patient outcome reporting methods</li> <li>• Leads diversity initiatives</li> <li>• Mentors others regarding professionalism and/or ethics</li> </ul> <hr style="border-top: 1px dashed black;"/> <p><b><i>Example Relevant to Promotion to Full Professor:</i></b></p> <ul style="list-style-type: none"> <li>• Clinical initiatives that have demonstrable impact on outcomes (regionally, health system-wide, or nationally)</li> </ul>

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Key Work Domain 2: Academic Participation	
<b>Required Elements (i-iv):</b> <b>a) Teaching</b> i) Clinical precepting and being available and responsive for formal and informal teaching activities ii) Documentation of teaching excellence iii) Recognition as role model iv) Clinical mentoring students/resident/fellows/faculty <b>b) Research</b> None	<b>Examples of Additional Elements:</b> <ul style="list-style-type: none"> <li>• Presentation of medical school lectures</li> <li>• Grand Rounds presentations inside and outside the DOM</li> <li>• Invitation to teach patient care skills at a local, regional, or national levels</li> <li>• Service on education related committees in local/regional/national societies</li> <li>• Development of patient education materials</li> <li>• Creation or participation in regional or national level consensus conferences</li> </ul> <hr/> <b>Example Relevant to Promotion to Full Professor:</b> <ul style="list-style-type: none"> <li>• Participation in clinical trials</li> <li>• Research participant recruitment</li> <li>• Publications (peer-reviewed, chapters)</li> <li>• Abstracts for meeting presentation</li> <li>• QI project participation or leadership</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Evidence of skills in ongoing mentorship for advancing the careers of younger professionals</li> </ul>

Key Work Domain 3: Citizenship/Administration/Service	
<b>Required Elements (i):</b> i) Sustained committee service to hospital, clinic, division, department, school, or University	<b>Examples of Additional Elements:</b> <ul style="list-style-type: none"> <li>• Panel/committee roles in discipline-specific regional organizations/professional societies</li> <li>• Active in local, regional, or national medical community</li> <li>• Service to schools, community organizations, industry, government, public engagement</li> <li>• Community outreach activities to promote health</li> </ul> <hr/> <b>Examples Relevant to Promotion to Full Professor:</b> <ul style="list-style-type: none"> <li>• Leadership roles in the service to the Department, Medical School, or University on governance-related or policy making committees (e.g.: committee chair)</li> <li>• Lead or participate in national level committees</li> <li>• Panel/committee roles in discipline-specific national organizations/professional societies</li> <li>• Guideline panel participation</li> <li>• Exam writing panels</li> </ul>