

YSM Ladder Faculty Track Metrics

Metric	Academic Clinician	Clinician Educator-Scholar	Clinician-Scientist	Investigator	Traditional/Tenure
Clinical Activities, Roles, & Accomplishments	Exemplary clinical skills, typically with high volume; clinical leadership. Recognized by peers as expert or master clinician.	Exemplary clinical skills, often within an innovative program or specific service.	Exemplary clinical skills, may have clinical leadership in area related to research.	Not applicable.	Exemplary clinical skills if engaged in patient care.
Educational Activities, Roles, & Accomplishments	Activities most commonly involve clinical teaching, supervision, or mentoring, but also may include leadership of an educational program or didactics for Yale trainees. For faculty at sites without Yale trainees, education of healthcare professionals is encouraged. In all educational and professional development activities, serves as a role model of clinical and educational excellence and professionalism.	Outstanding teachers, including demonstrated skill in clinical teaching, supervision, mentoring, and/or leadership. May be engaged in didactics as a course director or seminar leader. In all educational and professional development activities, serves as a role model of clinical and educational excellence and professionalism.	Outstanding teachers, including demonstrated skill in research mentorship. Excellent teaching skills in didactic seminars with clinical trainees and/or in role as attending or clinical supervisor of individuals or small groups.	Not required. Participation in educational activities usually in the form of mentoring trainees within one's lab or within a research team or core.	Outstanding teachers, especially demonstrated skill in research mentorship and classroom teaching to trainees in the basic or translational sciences.
Research Activities, Roles, & Accomplishments	Contributes to or collaborates on research activities, most often in the clinical setting; may be site investigator on clinical trials. Although scholarly activities are encouraged, scholarship is not required.	Drives, integrates, or collaborates on research on projects in area of clinical or educational expertise. Often functions as an integral member of a collaborative team as a clinical or educational expert but has recognized creative individual accomplishments.	Drives or collaborates on new areas of research and methods on most of their projects as PI, multiple or site PI, or Co-I making essential, substantive contributions. Considered one of the foremost scholars in their specific area of research.	Drives or collaborates on new areas of research and/or methods on many projects as PI, multiple or site PI, or Co-I making essential, substantive contributions. Collaborative interdisciplinary research in which their unique creative contribution is identifiable. May direct research core.	Drives or collaborates on new areas of basic, translational, clinical, or public health research and methods on most projects as PI, multiple or site PI, or Co-I making essential, substantive contributions. At tenure, considered one of the foremost scholars in their specific area of research.
Typical Effort Allocation	Usually ≥90% of total effort spent in clinical care, trials, or clinical or educational leadership. Support for leadership or administrative activities can offset effort spent in clinical activities.	Usually ≥80% clinical, educational, and administrative as asst prof; over time, 20-50% may be for research or scholarly activities related to clinical or educational expertise.	As Asst Prof, 75% extramurally funded research activities (≥50% in procedural specialties); 20-50% clinical care or leadership with variability over time (Assoc Prof or Prof) related to level of extramural funding or leadership activities.	≥90% extramurally funded research; may have support for administrative activities such as a directing a core.	Usually 75-80% research activities. 20-25% educational, clinical or administrative activities with variability over time related to level of extramural funding or leadership activities.

Revised April 24, 2023

Metric	Academic Clinician	Clinician Educator-Scholar	Clinician-Scientist	Investigator	Traditional/Tenure
Sources of Funding	Primarily clinical revenue generation; may have support for educational or administrative activities or from sponsored research, e.g., site investigator on clinical trials.	Primarily clinical revenue and/or institutional support for clinical or educational leadership or other administrative positions. As Asst Prof, support for non-clinical activities typically 20% of time; may have grant support as investigator on clinical research.	Consistent record of extramural funding that supports research program, most often as PI on at least one current federal grant; clinical revenue, or support for leadership activities.	Extramurally funded research projects, most often federally sponsored, typically with at least one current source as PI; institutional support for leadership roles, e.g., as core director.	Consistent record of substantial extramural funding that supports robust research program, most often as PI on at least one current award; clinical care if applicable; institutional support for research, teaching, or leadership activities.
Types of Scholarship	Not required for advancement, although involvement in scholarly activities is encouraged. Examples include collaborative efforts that lead to co-authorship on papers, case studies, chapters, letters; clinical guidelines, educational curricula, or other scholarly educational materials most often used locally.	Applied research that develops or extends existing scholarship in a focused clinical or educational area. A wide array of scholarship is recognized, including peer-reviewed journal articles, books, chapters, reviews, guidelines, case studies, and products that are peer reviewed and disseminated, e.g., web-based curricula or educational presentations that have been disseminated and exist in a public domain beyond the period in which they were presented .	Research that drives a field in significant or innovative directions, as evidenced by peer reviewed original research articles. Publications both as first or senior author stemming directly from the investigator as well as middle author on collaborative research in which making essential, substantive contributions. Chapters, reviews and other publications can support but not substitute for original research.	Research (either performed as an individual or team scientist) that drives a field in significant or innovative directions, as evidenced by peer-reviewed original research articles. Chapters, reviews and other publications can support but not substitute for original research. Should have evidence of independent creative contribution to research team, including through first, middle, or senior author peer-reviewed original research.	Research that drives a field in significant or innovative directions, including development of new principles, methods or technology that influences the genesis or application of information in a field. Publications both as first or senior author stemming directly from the investigator as well as middle author on collaborative research in which making essential, substantive contributions. Chapters, reviews and other publications can support but not substitute for original research.
At Time of Promotion Review: Reputation	As an expert or master clinician and teacher or as a clinical or educational program developer or leader. Assoc Prof: emerging regional. Prof: emerging or established national. Recognition may be more for the clinical or educational program they lead or in which they are an essential provider or educator.	As a clinical or educational leader with external recognition for their scholarship. Assoc Prof: regional with emerging national. Prof: national or international. Recognition for impactful scholarship as well as clinical and/or educational expertise; may be more for the program they lead or in which they teach or provide clinical care that is essential or relatively unique	As a clinician scientist. Assoc Prof: regional with emerging national; extramural funding is expected as a measure of independence and stature in the field. Prof: national and typically international with contributions of significant impact to the field.	As a researcher. Assoc Prof: regional with emerging national. Prof: national and typically international; recognition may be more for interdisciplinary or collaborative team research program in which they are an essential member making independent creative contributions.	As a researcher. Assoc Prof on term: emerging national reputation with trajectory such that tenure would be awarded within 4-5 years. Assoc Prof with Tenure: rising toward national and international leadership with contributions of significant impact to the field. Prof with tenure: National and international; rank among the foremost leaders in field.
Professionalism, citizenship and values	All faculty are expected to uphold the university faculty standards of conduct as articulated in the Faculty Handbook (Section IIB) and the mission and values of the medical school. There should be ample evidence at the time of reappointment or promotion that the faculty member will continue to contribute to the diversity, success and well-being of the academic community.				

Guidance on Promotion Metrics for Yale DEM Faculty

YSM criteria for promotion by rank: <https://medicine.yale.edu/oapd/academicaffairs/tracksranks/>

Summary by tracks – based on YSM criteria:

1. Traditional – none are eligible in the department currently.
2. Investigator – >90% independent extramural grant funding (as PI), body of scholarship and reputation. Teaching while not required, complements the application when available.
3. Clinician scientist – driven by >50% independent extramural grant funding (as PI), primary driver of a body of scholarship as the foremost expert with national/international reputation. Outstanding evaluations as teacher and clinician also required.
4. Clinician Educator Scholar – Exemplary clinician, outstanding teacher, and driver of scholarship and research with thematic cohesiveness in area of clinical or educational expertise.
5. Academic Clinician – Exemplary clinician, outstanding teacher, and demonstrate being integral participant of a clinical or educational program. Formalized or titled roles. Scholarly activity is encouraged but not required and complements when available.

Note: Historically and given institutional expectations, promotion has tended to take 3 terms to Associate in CES track and 2 terms in CS track, and 2 terms for Professor. For AC track, there are no precedents for expected time at each rank as this is a new track and promotion is likely to be criteria focused on the early stages.

Additional considerations for internal metrics:

Need to demonstrate professional integrity and reputation as emerging national expert (for Associate) and international expert (for Professor).

Investigator and Clinician scientist: For investigator and CS tracks, there should be thematic consistency and visibility as primary driver of scholarship and advancement of science. The emphasis is to demonstrate independent extramural funding, original scholarship in area of expertise (as lead or senior author), and mentorship and to show impact in advancing the field of research and innovation forward.

CES Track: For CES, scholarship is considered as integral member of collaborative team, but emphasis is on individual accomplishment/niche contributions. Show educational contributions also through a comprehensive list of mentees with demonstrable growth, outcomes, roles. National or international recognition through teaching awards, program and oral boards examiner status or key editorial roles in journals and societies is also required. The scholarly contributions should demonstrate the following:

- thematic cohesiveness around niche topic
 - show continued trajectory over the past 3-5 years before promotion.
- Target: At least one peer-reviewed publication annually as first author (associate) and first/last author (professor) with the goal of exceptional scholarship or creation of new knowledge in niche topic. DEM faculty should aim to have 20+ publications to be considered for Associate Professor and 70+ for promotion to Professor. Faculty may demonstrate additional evidence of contribution through team science with all positions of authorship and a wide range of scholarship at par with YSM standards. For reference, in the last 2 years, YSM applications that were reviewed and approved to Associate Professor in CES track listed 20-40+ manuscripts plus 3-7 book chapters. Applications for Professor included 70+ publications and 6-9 book chapters.

Scholarly productivity is considered in the context of an individual's achievement in the educational and clinical domains. At low target number for scholarship is accepted for individuals if:

- Can demonstrate impact in a measurable way (number of downloads or citations as measured by Altmetrics, Scopus, google index, or specialty-specific journal caliber)
- Can demonstrate impact of unique or highly successful educational program in measurable way (higher if national or international reputation for the program)

- Have obtained independent funding (higher weight if competitive funding source such as federal agency)
- Have won prestigious teaching awards teaching awards (higher weight if national or international).

AC roles: typically involves titled leadership roles in DEM.

- Education is considered as integral member of collaborative team accomplishment.
- Evidence of ongoing professional growth in administrative portfolio, clinical contributions, etc.
- Measurable outcomes for clinical, administrative, or educational program that demonstrate regional and national recognition.