

Professor of Clinical X


Office for Faculty Affairs

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Agenda

- Presentation (20 minutes)
 - Rationale
 - Framework for evaluation
 - Promotion process
- Moderated Q&A (40 minutes)
- Follow-up resources
 - Recording with anonymized responses to questions
 - Office hours for 2 weeks



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Rationale for Professor of Clinical X

- Recognizing a subset of HMS/HSDM faculty with outsized impact on advancing the practice of medicine
- Manifestations not necessarily as the scholarship of discovery
- Expand opportunities for HMS faculty to be recognized for their contributions by advancing to the professorial rank
 - Professor in Residence and Professor of the Practice are only external titles

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Guiding principles



Supporting the University's high standards for what it means to be a Harvard Professor



Clinical excellence to be central



Comparable stature to other professorial titles



Not designed to address all challenges facing clinical faculty

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Eligibility

- Physician equivalents: MD, DO, DMD
- 5+ years as associate professors at HMS/HSDM
- Primary appointment at an HMS, HSDM, or HSDM affiliate

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Who is a Professor of Clinical X?

Key nomenclature

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“...**contributions** resulting in a national, and in many cases international, impact in and reputation for advancing the practice of medicine for which the candidate’s clinical expertise and excellence is expected to be integral. They must have a demonstrated record of clinical expertise, clinical excellence, and teaching excellence...”

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Parameters and Privileges for Professor of Clinical X

- 5-year term coterminous with an affiliate appointment
- Voting rights on Senior Committees
 - Of note, members of SOP and ad-hocs must have unmodified professorial titles
 - Professorial search committees (minus evaluation phase)
- Eligibility for Endowed Professorships
- Eligibility for Emeritus status

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Domain of contribution

1. Knowledge synthesis or novel application of clinical knowledge to formulate and advance best practices in medicine or care delivery and their uptake
2. Educational leadership and generativity in medical education (undergraduate, post-graduate, faculty development, and/or continuing professional education)
3. Administrative leadership in academic medicine
4. Transformative service and leadership that advances health equity and the quality of health and health delivery in minoritized, socially marginalized, or other underserved communities.

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Example in clinical knowledge curation

1. Knowledge synthesis or novel application of clinical knowledge to formulate and advance best practices in medicine or care delivery and their uptake
 - Impact: clinical expert garnering consultations from around the world on condition Y
 - Contribution: long running CME course
 - Reputation: clinical excellence award from a professional society

Example in educational leadership

2. Educational leadership and generativity in medical education (undergraduate, post-graduate, faculty development, and/or continuing professional education)
 - Impact: educational thought leader in teaching topic X
 - Contribution: competencies that are widely adopted
 - Reputation: national education committees

Example in administrative leadership

3. HMS/HSDM departmental, hospital, or other leadership with transformative service that advances the School's mission and has national, and in many cases international, impact on academic medicine
 - Impact: innovative model for recruiting diverse faculty
 - Contribution: annual department report showing growth
 - Reputation: consultant to other institutions

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Example in health equity

4. Transformative service and leadership that advances health equity and the quality of health and health delivery in minoritized, socially marginalized, or other underserved communities.
 - Impact: development of a community engagement program replicated by other institutions
 - Contribution: white paper leading to federal policy
 - Reputation: participation on governmental advisory councils

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Framework for Metrics

Domain of Contribution

Clinical knowledge curation

Educational Leadership

Administrative Leadership

Service and Leadership in Health Equity



Required Indicators

Clinical Expertise

Clinical Excellence

Teaching Excellence



Significant Supporting Activities when Additive (optional)

Administration and Institutional Service

Diversity, Equity, and Inclusion

Education of Patients and Service to the Community

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Dossier Elements

Nominating Letter

- Domain of contribution
- Clinical expertise
- Clinical excellence
- Teaching excellence

CV

Statement of Impact

10-best contributions

Letters

- 6 internal
- 12 external

360-style surveys

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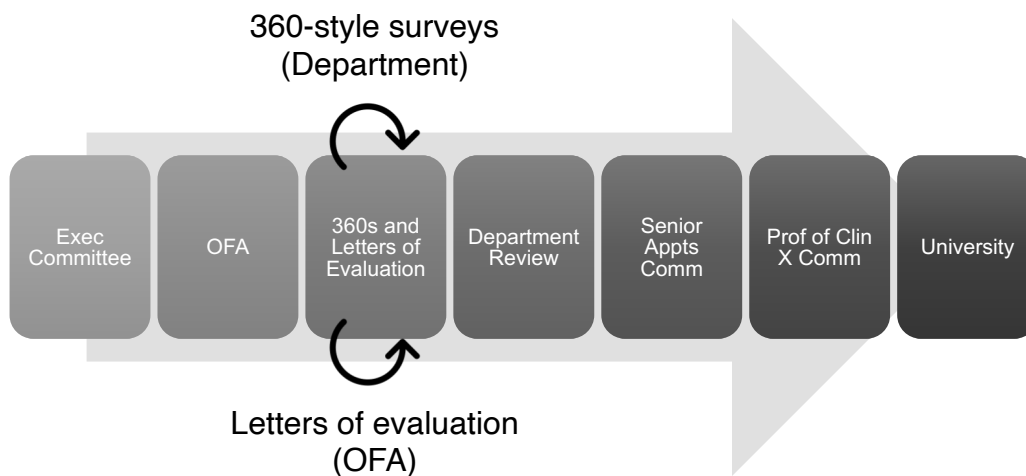
Compared to all other clinicians in Dr. X's specialty whom you have ever encountered, how do you rate Dr. X's:

1. fund of clinical knowledge?
2. diagnostic acumen?
3. ability to communicate with colleagues and team members?
4. ability to communicate with patients and their families, if applicable?
5. integrity and professionalism?
6. ability and judgment in applying scientific knowledge and evidence in the care of patients?
7. ability to navigate the greater health care system as an advocate for patients and steward of resources?
8. role modeling of enthusiasm and career satisfaction in providing patient care?
9. clinical teaching skills?
10. overall performance as a clinician?

Scale: The Very Best | Top 10% | Top 25% | Above Average | Average | Below Average | Cannot Comment

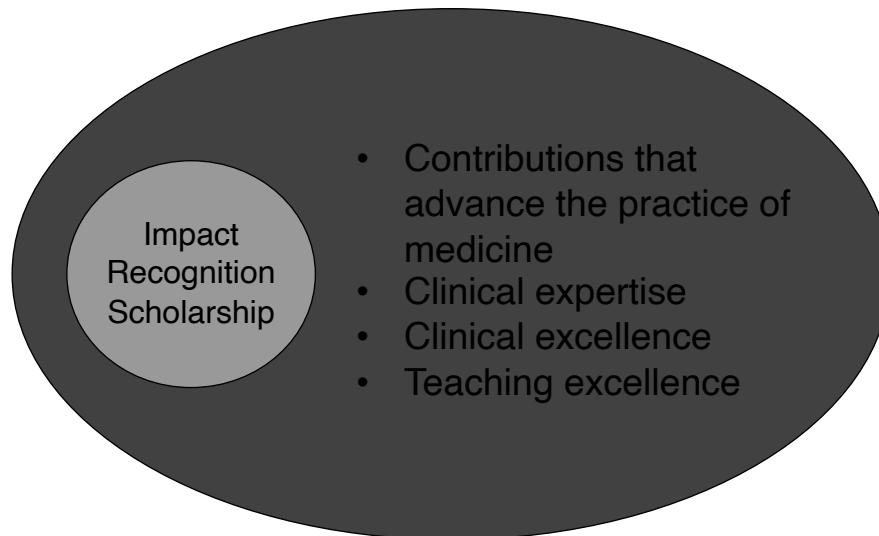
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Overall Process



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Professor of X vs. Professor of Clinical X



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The aspiration for Professor of Clinical X

- To recognize faculty with outsized contributions that have advanced medicine in ways that transcend traditional, peer-reviewed original research
- To collect evidence for clinical excellence and teaching excellence
- To gain experience as a starting point to do more

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Clinical Innovation vs. Expertise vs. Excellence

