Promotion & Tenure Workshop
Clinical Scholar Track

Presenters
Marlene Corton, MD and Jeffrey Cadeddu, MD

Moderator
Byron Cryer, MD

October 18, 2016
Implications of Faculty Rank Structure

- Our faculty is **bottom heavy**, with preponderance of junior faculty

- Faculty rank imbalance will worsen over the next 4 yrs.

- To have a successful succession plan, UT Southwestern must retain and develop the *junior faculty*

- Therefore, multiple programs are being developed to support and develop junior faculty
Academic Tracks

- Four academic tracks at UT Southwestern:
  - Research
  - Tenure-Accruing (tenure track)/Tenured
  - Clinical Scholar
  - Clinician-Educator

- Academic tracks recognize differences in the distribution of a faculty member’s major efforts
Academic Tracks

- Academic track is a broad job description:
  - How is your time distributed between teaching, research, education and clinical practice?

- Faculty member and Chair should agree on the track

- Track carries implications about compensation, distribution of time and sources of funds
Academic Track Composition
2015-2016 UT Southwestern
Clinical Faculty (n = 1,817)

- Clinician Educator: 68% (n = 1,244)
- Clinical Scholar: 15% (n = 267)
- Tenure-Accruing/Tenured: 9% (n = 168)
- Research: 8% (n = 138)
Division of Time by Faculty Tracks

Precise effort distribution for any individual faculty may vary from year-to-year, between departments, and between individuals based on various considerations, largely the faculty members’ funding and clinical effort.

The Clinical Scholar Track has the greatest variability in distribution of effort.
Clinical Scholar Track

- Intermediate time commitment between research and clinical activities
- Teaching is very important
- Research activities may be laboratory-based or patient-oriented
- Sources of salary support: primarily clinical and research with a small proportion of institutional support
Clinical Scholar Track

- For those interested in
  - the conduct of original research and other scholarly activity
  - as well as clinical practice

- Promotion requires
  - a national reputation for research
  - excellent local/regional reputation in both clinical care and teaching
The Promotion Process
------ for all tracks
Use Standardized UT Southwestern CV

- Spend some time making sure that CV reflects the criteria standards which committee will be evaluating

- CV template is available at W:\PUB\SMSDEAN\Promotion & Tenure
### Promotion Timeline

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Sept</td>
<td>Division chief submits c.v. and cover letter to Chair’s office</td>
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<tr>
<td>Oct 1 and Nov 15</td>
<td>Packets submitted to Chair’s office</td>
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<tr>
<td>Oct 15 and Dec 1</td>
<td>Packets submitted to Dean’s office</td>
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<tr>
<td>Dec – April</td>
<td>P&amp;T Committee members review packets and interview references by phone</td>
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<td>P&amp;T Committee meets and makes recommendation to the Dean</td>
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<td>Sept 1 (next year)</td>
<td>Promotion effective</td>
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Promotion & Tenure Committee Review Process

- Each candidate is reviewed independently by two P&T members
- The 2 reviewers present their findings to the full P&T Committee
- The findings are discussed and P&T members votes by secret ballot electronically (Members from candidate’s department participate in the review but do not vote)
- A majority of votes indicate a recommendation to the Dean for promotion
- The Dean makes the final decision
Evaluation is via Phone Interviews of External and Internal Experts

The P&T member asks these questions and more:

- Do you know the candidate?
- Impact on the field?
- Comparison with others in the same field?
- Would the candidate be promoted at the reviewer’s institution?

For local references:

- Teaching abilities?
- Clinical expertise?
- Would they refer a family member?
Must Lead Scholarly Projects

Candidates are expected to be the driving force in some area of their scholarly activities, which may consist of:

- being the principal investigator or site principal investigator on research grants
- being the corresponding or senior author on publications of original research
Evaluation of Scholarly Activities
Assistant to Associate Professor

- Scholarly activities that support promotion and foster the development of a national reputation:
  - Research publications in peer-reviewed journals
  - Extramural funding
  - Chapters in well-known textbooks
  - Editorship of respected books
  - Presentations at national or international meetings
  - Committee work
  - Commercialization of research findings
Evaluation of Scholarly Activities
Assistant to Associate Professor

- Scholarly committee work
  - Membership/leadership in cooperative group settings
  - Membership/leadership in pivotal specialty related group settings
  - Editorship of respected books
  - Editorial board membership
  - Membership on peer review committees
Evaluation of Clinical / Patient Care Activities & Teaching

Assistant to Associate Professor

- Be considered *excellent to outstanding* in both clinical care and teaching
- Board certification in his/her specialty
- Candidates must be excellent citizens within the UT Southwestern community
Associate Professor to Professor for Clinical Scholars

- Promotion to the rank of Professor on the clinical scholar track requires:
  - **Sustained** productivity as an Associate Professor
  - A continued excellent national/international reputation
  - The candidate is expected to have brought prestige and honor to UT Southwestern
Unwritten Criteria

- Be aware of the unwritten criteria:
  - Collegiality
  - Team work
  - Interpersonal skills

- Faculty are continuously being assessed by:
  - Colleagues
  - Laboratory staff
  - Trainees
  - Patients
  - Nurses & other health professionals
Summary of Promotion Criteria for Clinical Scholars

- Position requires clinical activity, scholarly activity and teaching
- Most varied job description
- Most difficult track to evaluate
- No up-and-out (tenure) clock
- Tenure may be granted at the full Professor level
## Clinical Scholar Track

### Multiple Challenges from Multiple Perspectives

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<td>Time commitments required for professional objectives limit personal time.</td>
<td>Discretionary funds and margins for faculty support have declined.</td>
<td>Difficult to evaluate whether clinical and research productivity are matched to distribution of effort.</td>
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How Do I Develop Myself to Meet the Various Criteria?

Examples and Questions
How Do I Develop Independence & Have Impact?

Considerations by the P& T Committee when evaluating the Clinical Scholar’s independence and impact of work:

- **Scholarship** -- Is the candidate among the best in a broadly defined field?

- **Team Science** -- If candidate’s scholarly work is collaborative, what was the importance of the candidate’s role in the team?

- **Promise** -- Is the candidate capable of sustaining a first-rate clinical research program during his or her career?
Development of Independence & Impact

- Evaluating Impact

The committee will ask...has the Associate Professor done the following?

- Innovative, cutting-edge research on important questions in the field
- Changed the way the field is viewed
- Broadened the understanding of their field
- Opened up new methods or new areas of investigation
How Can I Be A Scholar While An Excellent Clinician?

- Scientific research is broadly defined as generation of new knowledge
- The clinical scholar typically conducts scholarly work in the course of her/his clinical work
- Examples of opportunities for scholarly work during conduct of clinical practice:
  - description of new techniques
  - evaluation of new or existing treatments
  - description of natural history of disease
  - case reports
  - publication of reviews or textbooks
How Do I Build a National Reputation?

- Peer reviewed publications in refereed journals
- Invited lectures
- Leadership and committee service for national organizations
- Study sections/grant review panels
- Manuscript review/editorial boards
### What Can the Clinical Scholar Do To Achieve Excellence in Teaching?

#### Examples of Scholarly Achievement in Teaching

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<th>Teaching</th>
<th>Educational Administration/ Service</th>
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<td>Volume</td>
<td>Education committees</td>
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<td>Awards</td>
<td>Accreditation committees</td>
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<tr>
<td>Innovation</td>
<td>Leadership positions</td>
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<tr>
<td>Continuing education</td>
<td>Curriculum development</td>
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<td>Quality</td>
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<th>Mentoring and Supervision</th>
<th>Scholarship of Teaching</th>
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<td>Student Advising</td>
<td>Peer-reviewed publications</td>
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<td>Research</td>
<td>Books/chapters</td>
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<td>Supervision</td>
<td>Editorial services</td>
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<td>Mentoring</td>
<td>Recognition by peers</td>
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<tr>
<td>Thesis/dissertation committees</td>
<td>Invited/keynote presentation</td>
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<tr>
<td></td>
<td>Grants and contracts</td>
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Fleming et al..JAMA Sept 7, 2005; Vol 294, No 9; 1101-1104
What can the Clinical Scholar do to achieve excellence in teaching?

Factors considered in assessing teaching performance may include (but are not limited to) the following:

- Knowledge of the material
- Clarity of exposition
- Positive style of interaction with students
- Availability
- Professionalism
- Institutional compliance and ethics
- Effective communication skills
- Helpfulness in learning
- Ability to stimulate further education
- Ability to work effectively as part of the teaching team
Managing Your Time as a Clinical Scholar

- Balancing activities is a challenge
- Another method to evaluate distribution of effort (i.e., manage time) for Clinical Scholars is to evaluate efforts spent on goals related to:
  - Internal Recognition
  - External Recognition
Time Management for the Clinical Scholar: A Balancing Act -- Internal Recognition

• Other institutional commitments can have indirect and direct benefit

• Prioritize these commitments – do not become overextended; get guidance from your Chief or Chair

• Obligations will increase with time – don’t rush them

• Your career progress is your responsibility

Ask yourself: how are you spending your time?
Time Management for the Clinical Scholar - A Balancing Act -- External Recognition

- Publications -- your major outside face
- Meetings/conferences
- Professional Organizations

Ask yourself: how are you spending your time?
Track Switching

- Changes in job description justify changes in track
- Requests to leave the Clinical Scholar track should not be made without a major change of job description
- Promotion must be delayed for three years after track is changed
Important Things to Remember

- The P&T review process is confidential. Please do not contact your references or P&T committee members.

- Teaching and citizenship are important in addition to research and patient care.

- Make sure that your are on the appropriate track.

- Know the criteria for promotion in your track.

- Refer to the UT Southwestern P&T website for additional information: www.utsouthwestern.edu/promten
Final Words of Advice

- Know which track you are in, the expectations, and the criteria for promotion
- Keep records of your activities
- Get a mentor or mentors
- Remember that everyone with whom you interact is a person who will potentially comment on your promotion
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Questions?

Office of Faculty Diversity & Development
Office of Women’s Careers

Here to support our faculty