What Area of Excellence is My Home?

Presented by: The Office of Faculty Academic Affairs

Resources available on our webpage: https://intranet.dellmed.utexas.edu/public/promotion-and-tenure-information

Questions? Please reach out to us: DellMedFacultyAffairs@austin.utexas.edu
This information session will cover:

• Areas of Excellence and Areas of Additional Contributions
• Requirements by track: professional-track, tenure-track, tenured
• Information on Healthscape/Community Engagement
• Readiness for promotion
• Examples of documentation by Area of Excellence
• Scenarios
• Q&A
Areas of Excellence: Clinical Expertise & Educational Leadership

• **Clinical Expertise**
  – Enable the delivery and measurement of excellent health care, with a focus on quality, health equity, population and/or public health, value and/or innovation.

• **Educational Leadership**
  – Enable the provision of exceptional training, mentoring or curricular development and provide fair and committed support for learners, in alignment with the medical school’s mission to educate leaders who transform health care and redesign the academic health environment to better society.
Areas of Excellence (and Review):
Investigation & Inquiry and Academic & Professional Service

- **Investigation and Inquiry**
  - Support the development of a rich multidisciplinary environment for research, bringing distinct skills or resources to advance the impact of research, in alignment with the medical school’s mission to accelerate innovation and research to improve health.

- **Academic and Professional Service**
  - Advance healthcare through administrative, community, academic, and professional service, in alignment with the medical school’s educational, clinical, and research missions.
Professional-Track Faculty

• Professional-track faculty require evaluation in a Designated Area of Excellence
  – Clinical Expertise
  – Educational Leadership
  – Investigation and Inquiry

• And in their Additional Contributions to the Academic Enterprise
  – Contributions that do not fall under their designated Area of Excellence
Tenure-Track and Tenured Faculty

Tenure-track and Tenured faculty require evaluation in:

- **Designated Area of Excellence**
  - Educational Leadership
  - Clinical Expertise
  - Investigation and Inquiry

- **Strong record of accomplishments in all remaining Areas of Review.**

- **Notes**
  - Academic and Professional Service is an Area of Review, but may not be designated as an Area of Excellence.
  - Clinical Expertise is reviewed only for faculty who provide clinical services.
Additional Contributions to the Academic Enterprise

• A record of and evidence supporting a future trajectory of excellence in terms of active, additional contributions to the academic enterprise.

• Might be made at the intersection of one or more of the Areas of Excellence.

• Activities in the area of Academic and Professional Service that faculty are engaged in that do not fall within their designated Area of Excellence must be included as a part of Additional Contributions to the Academic Enterprise.

• For faculty engaged in clinical care who do not have Clinical Expertise as their designated Area of Excellence, their clinical activities must be included as a part of Additional Contributions to the Academic Enterprise.

• Additional Contributions offered by the candidate cannot repeat use of accomplishments and performance in the Area of Excellence.
Misconception about Educational Leadership

• It is “more than” didactic and clinical teaching duties and/or mentorship and advising.

• It emphasizes **leadership and scholarship in education.** Examples of activities:
  • Development and dissemination of new curriculum
  • Development of new courses, fellowship programs
  • Systematic study of teaching and learning processes with peer-reviewed publications
  • Administrative educational leadership roles such as: Clerkship Directors, Residency Program Directors
  • Service on educational committees
  • Invitations to speak about education
  • Honors/awards for teaching
Healthscape/Community Engagement

• No longer an Area of Excellence/Area of Review

• Community-facing scholarship and practice is now embedded in the core activities of the medical school as a domain under the Areas of Excellence

• This change ensures that this work is explicitly considered as a part of promotion/recognition

• Examples of community-facing scholarship and practice:
  – Leading evidence-informed advocacy or policy development
  – Evaluating the population impacts of health/social policies
  – Conducting community-engaged research and practice
Readiness for promotion is based on:

• Elapsed time in your current rank
• Scholarship
• Impact / Influence of Scholarship
Elapsed time in your current rank

• Professional-Track faculty: 7 years
  – You **may** prepare and submit your dossier during the spring of your 6\textsuperscript{th} year in rank, which will then be considered during fall of the same calendar year, with promotion becoming official on September 1 of the following calendar year (at the conclusion of your 7\textsuperscript{th} year in rank).

• Tenure-Track faculty: 7 years
  – You **must** prepare and submit your dossier during the spring of your 6\textsuperscript{th} year in rank which will then be considered during fall of the same calendar year, with promotion becoming official on September 1 of the following calendar year (at the conclusion of your 7\textsuperscript{th} year in rank).

• Tenured faculty: 7 years
  – You **may** prepare and submit your dossier during the spring of your 6\textsuperscript{th} year in rank, which will then be considered during fall of the same calendar year, with promotion becoming official on September 1 of the following calendar year (at the conclusion of your 7\textsuperscript{th} year in rank).
Scholarship

Defined as: the creation and/or dissemination of new knowledge.

Dell Med uses a broad, flexible definition that includes:

- **Discovery**, original research that advances knowledge
- **Integration**, synthesizing information across disciplines, topics, or time (e.g., review articles, book chapters, etc.)
- **Application**, involving the rigorous application of your disciplinary expertise (e.g., authorship of clinical guidelines, invited talks, development of curricula, service on professional society committees, etc.)
- **Teaching**, systematic study of teaching and learning processes

All of these require accomplishments beyond your service duties (i.e., beyond your “job”) and in formats that allow dissemination, application, and/or evaluation by peers.
Geographic Impact/Influence of Scholarship

• For promotion to Associate Professor:
  – Professional-Track:
    • Clinical professor title series: no geographical reputation required
    • Professor title series: emerging state-wide / regional* level reputation
  – Tenure track: established national level reputation

• For promotion to Professor:
  – Professional-track:
    • Clinical Professor title series: no geographical reputation required
    • Professor title series: emerging national level reputation
  – Tenure track: sustained national / emerging international level reputation

*regional refers to region of the US, not region of the state. Ex: Southwest US
Scenarios: A Disclaimer

• Scenarios are examples intended to illustrate concepts
• Each faculty member’s portfolio of activities and scholarly productivity related to activities is unique
Scenario 1: What Area of Excellence is My Home? (and what title series fits best)

Professional track Assistant Professor who spends most of their time delivering clinical care and a significant amount of time devoted to clinical research.

They have a track record of serving as site PI of industry-sponsored trials and publishing regularly in their area of clinical expertise (~1-2 peer-reviewed publications/year).

They have excellent clinical metrics.

They have a track record of giving talks by invitation from regional organizations and serve on committees of statewide/regional organizations related to their clinical expertise.

They give guest lectures to residents and have residents rotate on their clinical service.
What should their Area of Excellence be? Clinical Expertise or Investigation and Inquiry?

**Answer:** Clinical Expertise. Their research activities derive from and support their clinical activities and provide evidence for their clinical expertise but are not their primary focus.

Which title series under the professional-track aligns with this type of scholarship portfolio? Clinical Professor title series or Professor title series?

**Answer:** Professional-track Professor title series. They play a key role in research activities and have a track record of peer-reviewed publications and have garnered a geographic reputation, supporting the Professor title series.
Scenario 2: What Area of Excellence is My Home? (and what title series fits best)

Professional-track Assistant Professor who spends almost all of their time delivering clinical care and some time devoted to educational activities.

They lead a clinical program, have excellent clinical metrics, lead QI efforts that have measurably improved outcomes, organize an annual symposium in their area of clinical expertise, and are regularly invited to speak in their area of expertise.

They are also a fellowship program director and interact with learners through didactic teaching and clinical teaching.
Scenario 2 cont.

What should their Area of Excellence be? Educational Leadership or Clinical Expertise?

Answer: Clinical Expertise. Their educational activities include a leadership role, but most of their scholarly activities are related to clinical expertise; not much scholarship related to teaching.

Which title series under the professional-track aligns with this type of scholarship portfolio? Clinical Professor title series or Professor title series?

Answer: Professional-track Clinical Professor title series. They do not play a key role in research activities, they do not have a portfolio of peer-reviewed publications, and the impact of their scholarship does not necessarily extend geographically.
Scenario 3: What Area of Excellence is My Home? (and what title series fits best)

Professional-track Assistant Professor who spends most of their time delivering clinical care and a significant amount of time in educational activities.

They serve as Residency Program Director, develop and disseminate curricula for the residency program, and serve on an education and training committee of professional society.

They speak regularly about education by invitation from regional or statewide organizations and publish regularly about teaching (~1-2 peer-reviewed publications/yr).

They may also serve as PI of grant supporting education and training activities.
Scenario 3 cont.

What should their Area of Excellence be? Educational Leadership or Clinical Expertise?

**Answer:** Educational Leadership. Even though they devote greater effort/time to clinical activities, their scholarship is more educational than clinical and they lead an educational program.

Which title series under the professional-track aligns with this type of scholarship portfolio? Clinical Professor title series or Professor title series?

**Answer:** Professional-track Professor title series. They play a key role in research that derives from and supports their educational activities, have a track record of peer-reviewed publications, and have garnered a regional reputation, supporting the Professor title series.
Scenario 4: What Area of Excellence is My Home? (and what title series fits best)

Professional-track Assistant Professor who spends almost all of their time delivering clinical care and some time devoted to educational activities.

They serve as Residency Program Director, develop and disseminate curricula, have excellent metrics related to the training program they direct.

They serve on education and training committees and speak and/or write about education.
Scenario 4 cont.

What should their Area of Excellence be? Educational Leadership or Clinical Expertise?

**Answer:** Educational Leadership. Even though they devote greater effort/time to clinical activities, their scholarship is more educational than clinical and they lead an educational program.

Which title series under the professional-track aligns with this type of scholarship portfolio? Clinical Professor title series or Professor title series?

**Answer:** Professional-track Clinical Professor title series. They do not play a key role in research activities, they do not have a portfolio of peer-reviewed publications, and the impact of their scholarship does not necessarily extend geographically.
Scenario 5: What Area of Excellence is My Home? (and what title series fits best)

Professional-track Assistant Professor who spends almost all of their time delivering clinical care and some time devoted to educational activities.

They lead a clinical program, have excellent clinical metrics, lead QI efforts that have measurably improved outcomes and have changed practice.

They organize a well attended annual symposium with excellent evaluations in their area of clinical expertise and are invited to speak in their area of expertise.

They serve as Residency Program Director and serve on an institutional education and training committee.
Scenario 5 cont.

What should their Area of Excellence be? Educational Leadership or Clinical Expertise?

**Answer:** Clinical Expertise. Their educational activities include a leadership role, but most of their scholarly activities are related to clinical expertise; not much scholarship related to teaching.

Which title series under the professional-track aligns with this type of scholarship portfolio? Clinical Professor title series or Professor title series?

**Answer:** Professional-track Clinical Professor title series. They do not play a key role in research activities, they do not have a portfolio of peer-reviewed publications, and the impact of their scholarship does not necessarily extend geographically.
Q&A