

Promotion Info Session for: Professional-Track Faculty

Promotion Readiness and Areas of Excellence

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:

- How to determine readiness for promotion
 - Time at rank
 - Contributions to the academic mission – impact & trajectory
- Distinguishing between 2 titles series for Professional-Track faculty:
 - Professional-Track Clinical Professor title series
 - Professional-Track Professor title series
- Scholarship
- Areas of Review
- Additional Contributions to the Academic Enterprise
- Scenarios - Determining Area of Excellence
- Q&A

Promotion in rank is based on:

- Elapsed time in your current rank, aka 7 ‘effective years at rank’
- Scholarship
 - Impact / Influence of Scholarship
 - Trajectory

	Has sufficient ‘effective years at rank’	Impactful scholarship with strong trajectory?	Ready for promotion ?
Scenario 1	yes	no	no
Scenario 2	yes	yes	yes
Scenario 3	no	yes	no*
*in some exceptional cases accelerated promotion is appropriate			

Timing of Review

- Promotion review for professional-track faculty follows a triannual review process wherein there are 3 separate “review cycles” in which the faculty may be reviewed.
- Professional-Track faculty **may** prepare and submit dossier during 6th year in rank, which will then be reviewed during your 7th year in rank, with promotion becoming official during the following calendar year*.

*Promotion effective dates are in the 7th or 8th year in rank, dependent upon the cycle in which the candidate is reviewed

Triannual Review Cycles: 2025-26

Please note: your department's internal timelines may vary

Cycle 1	Timeline
Candidate preps dossier	Oct 2024 – Feb 2025
Candidate submits finalized materials to department	Feb 2025
Promotion Effective Date	Dec 2025

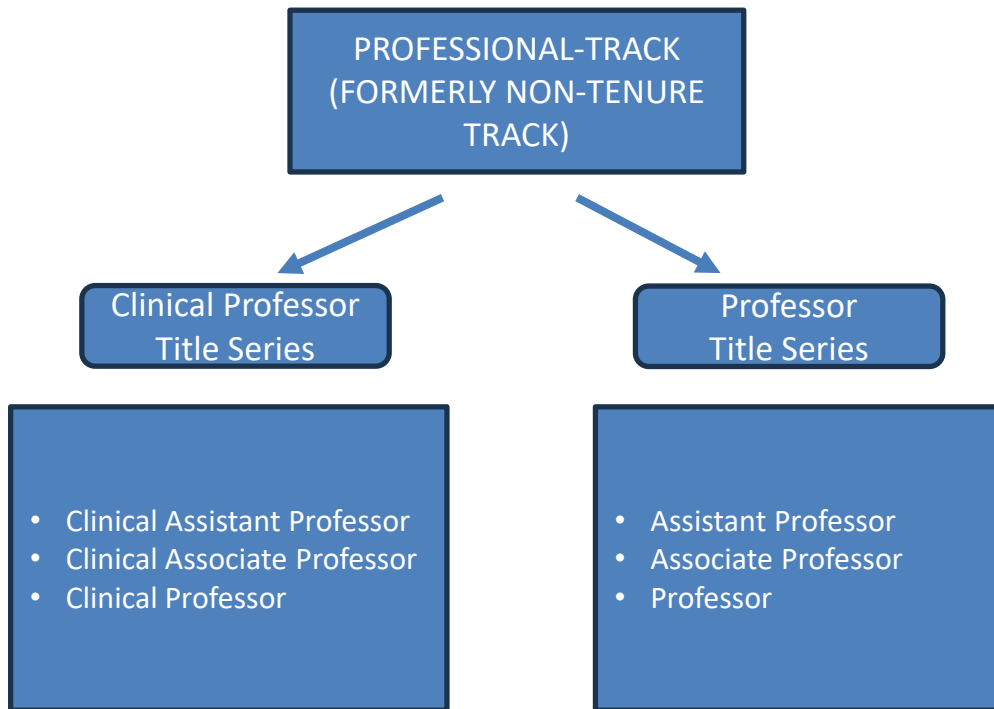
Cycle 2	Timeline
Candidate preps dossier	March 2025 – July 2025
Candidate submits finalized materials to department	July 2025
Promotion Effective Date	May 2026

Cycle 3	Timeline
Candidate preps dossier	June 2025 – Oct 2025
Candidate submits finalized materials to department	Oct 2025
Promotion Effective Date	Sept 2026

Timing of Review cont'd

- Minimum Amount of Qualifying Service at UT Austin
 - All faculty must have a minimum of 2 years in rank at UT Austin before review by the Dell Med APT committee and the President's Committee for promotion.
- Election to Combine Service from Previous Institution(s):
 - Up to 3 years of time in equivalent rank at institution(s) **immediately** preceding your appointment at Dell Med can be counted towards the requisite 7 years.
 - Faculty must follow process for formal request to elect to combine service.

Professional-Track: 2 Title Series



Distinguishing the Title Series: Impact / Influence of Scholarship

- Clinical Professor title series:
 - Expected to have active engagement in scholarly activities that derive from and support clinical, teaching, and professional service activities.
 - **Scholarship is defined broadly. Peer-reviewed publications are not required.**
- Professor title series:
 - Expected to play an ***active and sustained key role*** in a ***program of scholarship in an area of expertise***, which includes **traditional outputs of scholarship (e.g. peer-reviewed publications)**.

Distinguishing the Title Series: Geographic Impact/Influence of Scholarship

Comparison of Title Series:	Clinical Professor Title Series	Professor Title Series
Geographic Reputation Requirement:	None	Earns reputation beyond the University.
Promotion to Associate Professor	None	Emerging regional or statewide reputation.
Promotion to Professor	None	Sustained regional or statewide reputation and emerging national reputation.
Scholarship Requirement:	Yes. Scholarship is broadly defined. Peer-reviewed publications are not required.	Yes. Expected to play active and sustained role in a program of scholarship in an area of expertise. Traditional outputs of scholarship (e.g. peer-reviewed publications)
Promotion to Associate Professor	Yes. Evidence of participation in scholarly activities that derive from and support clinical, teaching, and professional service activities.	Yes. Evidence of a track record and strong trajectory of scholarly achievement, including peer-reviewed publications reflected in peer recognition of works from original research, clinical observations, educational programs, etc.
Promotion to Professor	Yes. Evidence of sustained, active engagement in scholarly activities that derive from and support clinical, teaching, and professional service activities. Peer-reviewed publications are encouraged.	Yes. Sustained scholarly achievement, including peer-reviewed publications, reflected in peer recognition of works from original research, clinical observations, educational programs, etc.

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
- **Application**, involving the rigorous application of your disciplinary expertise
- **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.

**Requires a format that will allow public sharing and the opportunity for application and evaluation by others.

Areas of Review: Professional-Track Faculty

- The Dell Medical School defines 4 Areas of Review that align with its mission, with promotion in these Areas based on pre-established guidelines for achievement set by the medical school:
 - **Clinical Expertise**
 - **Educational Leadership**
 - **Investigation and Inquiry**
 - **Academic and Professional Service (may not be designated as Area of Excellence)**
- Professional-Track faculty designate an eligible Area of Review as their Area of Excellence.
- Their designated Area of Excellence must be evaluated and a strong record of accomplishments must be demonstrated in their Additional Contributions to the Academic Enterprise that do not fall under their designated Area of Excellence.

Areas of Review

- **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.
- **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.

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 more generally must be clearly demonstrated.
- The additional contributions to the academic enterprise might be made at the intersection of one or more of the areas of excellence.
- Additional Contributions to the Academic Enterprise offered by the candidate cannot repeat use of accomplishments and performance in the Area 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.

Community Engagement

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

Misconception about Educational Leadership as an Area of Excellence

- 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
- For professional-track Professor title series, traditional scholarship **in education** is expected. Most faculty in this title series engaged in teaching are a better fit for Clinical Expertise than Educational Leadership.

Scenarios for Determining Area of Excellence: A Disclaimer

- The following scenarios are examples intended to illustrate concepts
- Each faculty member's portfolio of activities and scholarly productivity related to activities is unique

Scenario 1

- 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.

Scenario 1 – cont'd

- 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

- 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'd

- 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

- 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'd

- 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 activities in education, have a track record of peer-reviewed publications, and have garnered a regional reputation, supporting the Professor title series.

Scenario 4

- 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'd

- 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.