Academic Pathways and Promotion

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Vice-Chair for Faculty Development
Expectations

Faculty at the University of Pittsburgh School of Medicine:

• Must demonstrate continued **scholarly contribution** to the mission of the organization by **sustained excellence** in various areas such as teaching, investigation, and other forms of scholarship.

• Each faculty member should **develop a portfolio of scholarly, teaching, and service activities**
Dual Roles

UPP
• Clinical practice

UPSOM
• Faculty position
Academic Tracks and Pathways

• UPSOM values a range of faculty skills

• Your academic success is important!
  • good for you
  • good for your Division (Chief)
  • good for your Department (Chair)
  • good for your SOM (Dean)
  • good for your University (Provost/Chancellor)
# Tracks and Pathways

## Non-Tenure Track

<table>
<thead>
<tr>
<th>Clinical Prefix</th>
<th>Adjunct Prefix</th>
<th>Visiting Prefix</th>
<th>Research Prefix</th>
<th>PATHWAYS</th>
<th>PATHWAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Temporary appointment, usually for not more than one academic year</td>
<td></td>
<td>CLINICIAN</td>
<td>Professor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Primary research activities, minimal to no teaching responsibilities, collaborative and/or supportive role in research projects</td>
<td></td>
<td>CLINICIAN - EDUCATOR</td>
<td>Associate Professor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CLINICIAN - INVESTIGATOR</td>
<td></td>
<td>CLINICIAN - INVESTIGATOR</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>INVESTIGATOR - EDUCATOR</td>
<td></td>
<td>INVESTIGATOR - EDUCATOR</td>
<td>Instructor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CLINICIAN - EDUCATOR</td>
<td></td>
<td>CLINICIAN - INVESTIGATOR</td>
<td>INSTRUCTOR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CLINICIAN - EDUCATOR</td>
<td></td>
<td>CLINICIAN - INVESTIGATOR</td>
<td>CLINICIAN - EDUCATOR</td>
</tr>
</tbody>
</table>

## Tenure Track / Tenure

<table>
<thead>
<tr>
<th>PATHWAYS</th>
<th>PATHWAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Prefix</td>
<td>No Prefix</td>
</tr>
</tbody>
</table>

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*Provides clinical services to the health system, no university salary or benefits provided.*

*Primary employment outside the University or another setting.*

*May participate in collaborative projects with the University.*

*No University salary or benefits provided.*

*Serves as a preceptor of students or trainees in clinical skills.*
What are the Pathways?

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Tenure Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical</td>
<td>Clinician</td>
</tr>
<tr>
<td>Adjunct</td>
<td>Clinician - Educator</td>
</tr>
<tr>
<td>Visiting</td>
<td>Clinician - Investigator</td>
</tr>
<tr>
<td>Research</td>
<td>Investigator - Educator</td>
</tr>
<tr>
<td>Non-Tenure Track</td>
<td>Tenure Track</td>
</tr>
</tbody>
</table>

The pathways are structured to reflect different academic and professional roles. The diagram illustrates the progression from Professor to Instructor, with prefixes indicating different levels of involvement in research and clinical education.
Tracks and Pathways

- Work with your Division Chief to determine the best pathway for you

- Everyone has a different balance

- Pathways help you focus your efforts and highlight your strengths
Clinician – Educator

• Devote significant amounts of their effort to both
  • Clinical programs
  • Educational programs

• Teaching, curriculum design, course directors, educational program directors
• Vast majority of Pediatric faculty
Clinician-Educator: Criteria for promotion

**Clinician**
- High quality clinical care
  - Feedback, evaluations, awards
- Programmatic responsibilities and contributions clinical care
  - Improvements to unit/clinic/community/QI
- Evidence of innovation
  - New programs, educational activities

**Educator**
- Individual accomplishments in education
  - Clinical teaching, supervision, mentoring, course development
- Role model for students, trainees
- Demonstration of leadership in medical education
Clinician-Educator: Criteria for promotion

- Likelihood of continued productivity and creativity
- Evidence of career goals and work themes
- Demonstration of progress and increasing responsibility
- Recognition outside of the institution *highly* desirable
  - At least outside of division/department
- Scholarship/Dissemination
  - Talks in community
  - Posters
  - Book chapters
  - Case reports
  - QI projects in journals
Clinician – Investigator

- Devote significant amounts of their effort to both
  - Independent and collaborative research programs
  - Clinical care
Investigator – Educator

- Dedicate most of their effort to independent research
- Educate the next generation of investigators
  - Teach graduate students, medical students
  - Supervising postdoctoral fellows
- May also take care of patients
Clinician

- Devote the majority of their effort to leadership of clinical programs and clinical care, may have substantial administrative responsibility for clinical programs
- Contribute to the academic mission by teaching
- May collaborate on research projects
Clinical Prefix

• Mainly focused on clinical care at UPMC facilities and/or in the community
• May teach and precept students and trainees
Research Prefix

• Generally spend >90% of their effort in scientific investigation
• Collaboration on research projects
• Not expected to have regular teaching or service responsibilities
# Department of Pediatrics

<table>
<thead>
<tr>
<th>Non-Tenured Faculty</th>
<th>Number of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>131</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>52</td>
</tr>
<tr>
<td>Professor</td>
<td>30</td>
</tr>
<tr>
<td>Clinical Prefix</td>
<td>38</td>
</tr>
<tr>
<td>Research Prefix</td>
<td>21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tenure Stream</th>
<th>Number of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant/ Associate Professor</td>
<td>16</td>
</tr>
<tr>
<td>Associate Professor/Professor</td>
<td>31</td>
</tr>
</tbody>
</table>

| Total                      | 321              |
Self reflection exercise

REFLECT ON YOUR OWN MEASURES OF SUCCESS
Academic Promotion Pep Talk

• Who values your academic success
  • Division Chief
  • Your wallet (perhaps)
  • Learners
  • Patients
  • Your mother
• This needs to be something that YOU value
• You will have to do the work to make it happen
Faculty Performance Evaluation (FPE)

- Use the FPE to your advantage for mentoring and setting realistic goals for the next year
STEPS TO PROMOTION
Steps to Promotion

• Start early
• Keep everything
• Ask for help
• Work with your division chief
• Use your mentor committee
Promotion Process

- Division Chief
- Department Chair
- Promotions Committee

Department of Pediatrics

University of Pittsburgh School of Medicine
- Promotions Committee
- Executive Committee
- Dean

University of Pittsburgh
- Provost
- Chancellor (tenure stream)
Promotion Process

- Less personal advocacy on your behalf
- More need for paper/objective evidence of your merit
- More reliance on external assessments of your merit
Investigators

• Record of scholarly publications
• Evidence of originality, independence, and leadership
• Consistent independent funding
• Consistent research theme and goals
• Authorship of reviews, chapters, books
• Recognized by peers
• Membership in leading scientific organizations
• Editorial boards of scientific journals
Educators

• Consistent contributions to UPSOM educational goals
• Contributions to the design, organization, and instruction of course or clinical programs
• Demonstration of ability to evaluate and counsel learners
• Participation in postgraduate teaching courses
• Contributions to chapters and books
• Evidence of mentorship and precepting
Clinicians

• Excellence in clinical care
• Leadership/development of clinical services
• Teaching and development of colleagues and staff
• Participation/collaboration in research programs—providing patients, etc.
Tell your story

Your greatest creation is your story. Tell it well!
Documentation

• Academic Portfolio
  • CV (UPSOM format)
  • Teaching evaluations
  • Clinical evaluations
  • Executive Summary

• Referee letters
• Chair’s/Chief’s letter
The Curriculum Vitae

- Chronicles your academic life
  - Areas of expertise
  - Accomplishments
  - Skillset
- Critical for academic advancement
University of Pittsburgh CV

www.health.pitt.edu/sites/default/files/cvformat.final.pdf

- Biographical Information
- Education and Training
- Appointments and Positions
- Certification and Licensure
- Memberships
- Honors
- Publications
- Professional Activities
  - Teaching
  - Research
  - Service
Executive Summary

- A narrative of your CV
- Describe your role in projects, programs, initiatives
- Describe teaching, mentoring, advising roles
- Make a clear case for
  - Recognizable career goals and objectives
  - Leadership, innovation
  - Increasing responsibilities over time
Referee Letters

- Minimum of 6 from external referees
- Two additional letters may be included from internal referees
  - outside the department
- The Office of Faculty Affairs will solicit and receive all letters
Keep everything!

Keep it organized!
SCHOLARSHIP ... REVISITED
Scholarship Reconsidered

Surely, scholarship means engaging in original research.

• Scholarship of discovery
Surely, scholarship means engaging in original research. But the work of the scholar also means stepping back from one’s investigation, looking for connections.

- Scholarship of discovery
- Scholarship of integration
Scholarship Reconsidered

Surely, scholarship means engaging in original research. But the work of the scholar also means stepping back from one’s investigation, looking for connections, building bridges between theory and practice.

• Scholarship of discovery
• Scholarship of integration
• Scholarship of application
Surely, scholarship means engaging in original research. But the work of the scholar also means stepping back from one’s investigation, looking for connections, building bridges between theory and practice, and communicating one’s knowledge effectively to students.

- Scholarship of discovery
- Scholarship of integration
- Scholarship of application
- Scholarship of teaching
Scholarship is work that ...

- **builds on** the body of knowledge
- **draws from** the body of knowledge
- **contributes to** the body of knowledge

Menges & Weimer, 1996
Scholarship Revisited

• Research, peer review of results, dissemination of new knowledge
• Creative teaching with rigorously substantiated effectiveness
• Educational leadership with results that are demonstrable and broadly felt
• Educational methods that advance learners’ knowledge
Products of Scholarship

• Discovery
  • Grants
  • Manuscripts

• Educational scholarship
  • Web-based materials, Teaching modules
  • Curriculum units
  • Curricular change
  • Community education

• Challenge: provide the evidence that demonstrates the scholarly nature of these activities
Scholarship of Teaching

• The work must be made public
• The work must be available for peer review and critique
• The work must be able to be reproduced and built on by other scholars
Develop an identity

• *Identify a focus* for your work
  • clinical care, teaching, leadership, administration

• *(Seek to)* Become the “go-to” person for something that interests you

• Volunteer for *related* teaching and service
Network, network, network!

- Ask for introductions
- Attend conferences
  - Related to your interests
  - That stretch your thinking
  - Outside your comfort zone
- Volunteer for service that takes you out of your silo
  - Is interesting to you
  - Will further your goals
  - Expands your connections
  - Helps you be known
Disseminate your work

• Write about what you’ve accomplished

• Seek opportunities to speak
  • Regionally
  • Nationally

• Ask someone who knows your work and is connected to sponsor you
Academic Success

• START NOW
  • Think about it, ask about it
• Develop a Mentor Committee
  • Take ownership of your mentoring experience
• Focus on specific goals but be flexible
• Keep everything, update frequently
• Take advantage of annual FPE
• Consider scholarship