

# **Academic Pathways and Titles**

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**Associate Dean for Faculty Affairs**



- **Scholarship**
- **Pathways, Areas of Endeavor, Ranks**



# Two Pathways

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## Academic Achievement & Scholarship Pathway

unmodified

Clinical Innovation  
& Expertise

Investigation

Educational  
Leadership

## Excellence Pathway

modified

Clinical Innovation  
& Expertise

Investigation

Educational  
Leadership

**Two Types of Pathways: 3 Areas of Endeavor in Each**

# Two Pathways

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## Academic Achievement & Scholarship Pathway

unmodified

Clinical Innovation  
& Expertise

Investigation

Educational  
Leadership

Assistant Professor of Medicine  
Associate Professor of Neurology  
Professor of Pediatrics

## Excellence Pathway

modified

Clinical Innovation  
& Expertise

Investigation

Educational  
Leadership

Assistant Professor of Clinical Medicine  
Associate Professor of Clinical Surgery  
Professor of Clinical Psychiatry

# Two Pathways

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## Academic Achievement & Scholarship Pathway

unmodified

Clinical Innovation  
& Expertise

Investigation

Educational  
Leadership

Assistant Professor of Physiology  
Associate Professor of Biochemistry  
Professor of Microbiology

## Excellence Pathway

modified

Clinical Innovation  
& Expertise

Investigation

Educational  
Leadership

Assistant Professor of Research in Medicine  
Associate Professor of Research in Pediatrics  
Professor of Research in Neurology

# Two Pathways

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## Academic Achievement & Scholarship Pathway

unmodified

Clinical Innovation  
& Expertise

Investigation

Educational  
Leadership

Assistant Professor of Medicine  
Associate Professor of Pediatrics  
Professor of Microbiology

## Excellence Pathway

modified

Clinical Innovation  
& Expertise

Investigation

Educational  
Leadership

Assistant Professor of Teaching in Medicine  
Associate Professor of Teaching in Pediatrics  
Professor of Teaching in Neurology

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**Distinguished by extent of scholarship**

# What is Scholarship?

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## Creation of new knowledge

For knowledge to become genuine scholarship, it needs to be public (shared with peers), reviewed by peers and a platform on which others can build.

*Six standards common to all manner of scholarly work:*

*Clear goals - Adequate preparation - Appropriate methods -  
Significant results - Effective presentation - Reflective critique*

*Beattie. Expanding the View of Scholarship. Acad Med 2000*



# Four Types of Scholarship

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- Scholarship of **discovery**
  - Original research that advances knowledge (traditional)
    - Eg. Discovery that *H. pylori* causes peptic ulcer disease (PUD; Warren and Marshall – Nobel Prize 2005)
- Scholarship of **integration**
  - Synthesis of information across disciplines, topics within disciplines, or across time
  - Making novel connections within preexisting knowledge
    - Eg. Demonstration that analysis of various strains of *H. pylori* influences likelihood of PUD and its treatment

# Four Types of Scholarship

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- **Scholarship of application**
  - Interaction and connections between research and practice with results that can be shared and evaluated (engagement with community)
    - Eg. Demonstration that antibody screening for *H. pylori* can reduce prevalence PUD as well as gastric cancer
- **Scholarship of teaching**
  - Systematic study of teaching and learning
    - Eg. Finding, through analysis of educational metrics, that teaching the microbiology of PUD improves student satisfaction, board scores, and residency outcomes

# Evidence of Scholarship

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- Peer reviewed publications
  - Scholarship is increasing collaborative or team-based
    - An individual's contribution to collaborative/team scholarship must be clear
    - Position of authorship in such works may not be an indication of contribution
    - Annotate *Publications* and describe your role in important works in Statement of *Key Contributions* in your CV
- Grants, including scale and scope
  - Some forms of scholarship are not eligible for NIH, so NIH funding cannot be universally used as a metric

***Scholarship is defined broadly – beyond grants and papers***

# Evidence of Scholarship

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- Peer reviewed publications
- Grants, including scale and scope
- Invitations to speak
- Practice guidelines, position papers
- Clinical innovations (technology, device, treatment)
- Quality and practice improvement
- Curricula evaluation, assessment tools, educational products that are adopted elsewhere
- Study section participation, grant-review boards
- Editorial boards, manuscript reviews
- Leadership roles on committees and in academic societies

# Questions?



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# Clinical Innovation & Expertise

## Clinical Expertise & Innovation

	Assistant Professor	Associate Professor	Full Professor
Recognition as a clinical expert	Local	Regional/National	National/International
Influencing clinical practice	Local	Regional/National	National/International

## Difference between pathways in scholarship

<b>Written Scholarship</b>	Expected, but not at scholar level	Expected, but not at scholar level	Expected, but not at scholar level
<b>Written Scholarship</b>	Expected, First author	Expected, First/Senior author	Expected, First/Senior author

modified

Excellence Pathway

unmodified

Academic Achievement and Scholarship Pathway

# Investigation

## Investigation

	Assistant Professor	Associate Professor	Full Professor
Recognition as an Investigation Expert	Local/National	Regional/National	National/International

## Difference between pathways in scholarship

<b>Written Scholarship</b>	Expected, but not at scholar level	Expected, but not at scholar level	Expected, but not at scholar level
<b>Written Scholarship</b>	Expected, Corresponding author	Expected, Senior author	Expected, Senior author
<b>Peer-Reviewed Funding</b>	Investigator on funded studies	Record of funding, usually PI	Sustained record of funding as PI

modified



Excellence Pathway

unmodified



Academic Achievement and Scholarship Pathway



# Educational Leadership: Scholar Pathway

<b>Educational Leadership</b>			
	<b>Assistant Professor</b>	<b>Associate Professor</b>	<b>Full Professor</b>
<b>Recognition as an effective teacher and educational innovator</b>	Local	Regional/National	National/International
<b>Increasing involvement and responsibility</b>	Local	Regional/National	National/International
<b>Scholarship Expectations</b>			
<b>Written Scholarship</b>	Expected, 1 <sup>st</sup> author papers, educational materials in print or other media	Expected, Senior author papers related to education, materials adopted regionally or nationally	Expected, high impact papers, among the best in the nation, educational methods, curricula, policy

unmodified



# Educational Career Pathways

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The medical college makes a distinction between Teacher and Educational Leader.

Although they teach, most clinical faculty do not conduct educational scholarship, and they are, therefore, better served by the excellence or scholarship pathway within **Clinical Expertise and Innovation.**

# Different levels of scholarship

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*Is the scholarship peer reviewed, widely disseminated, and adopted outside the local environment?*

**For the *Academic Achievement and Scholarship Pathway*, ask:**

Does the faculty member devote most of their effort to scholarship?

Are the contributions a significant advancement from pre-existing knowledge? **Breaking new ground**

Do the contributions significantly impact preexisting knowledge or practice? **Transformative**

**Written scholarship is a key metric.**

# Different levels of scholarship

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*Is the scholarship peer reviewed, widely disseminated, and adopted outside the local environment?*

**For the *Excellence in Pathways*, written scholarship is required, but the magnitude and emphasis are less that expected for *Academic Achievement and Scholarship pathway*, ask:**

Is the faculty member recognized as a Clinical Expert?

Have they influenced practice?

Do they contribute to research studies, teaching, mentoring?

# Questions?



# Steps for Creating a Promotion Profile

## Step 1: Identify an Area of Endeavor



**Clinical Expertise  
& Innovation**



**Investigation**



**Educational  
Leadership**

## Step 2: Evaluate Teaching Activities

## Step 3: Provide Additional Supporting Activities

**Education of  
Patients & Community**

**Clinical  
Expertise**

**Investigation**

**Administration  
or Institutional  
Service**

# Teaching Criteria for Appointment and Promotion


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Given the importance of the educational mission of WCM, it is expected that, with rare exception, **all faculty will engage in teaching**. Faculty will be evaluated for contributions to teaching and educational activities at WCM, WCM-Q, and WCM affiliates.

# Teaching Criteria for Appointment & Promotion

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	Teaching may take the form of:			
	Didactic Teaching	Mentorship	Clinical Teaching	Administrative Teaching Leadership Role(s)
Assistant Professor	Excellence in <b>one</b> teaching activity on a continuous basis			
Associate Professor	Excellence in <b>at least two</b> teaching categories on a continuous basis			
Full Professor	Excellence in <b>at least two</b> teaching categories on a continuous basis			



**Choose and record activities**



# Mentorship

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- Longitudinal, collaborative learning relationship to help the mentee succeed
- Provided within many formats - one-to-one, small groups, large group workshops – covering topics related to career development

## **Revised WCM CV includes the following:**

- List trainees and faculty that you have formally supervised in a research, teaching or clinical setting – those whose careers you have had a *substantial impact*.
- Include products *arising directly from the mentoring*
  - Publications
  - Awards
  - Grants
  - Development of new clinical programs or course



# Steps for Creating a Promotion Profile

## Step 1: Identify an Area of Endeavor



**Clinical Expertise  
& Innovation**



**Investigation**



**Educational  
Leadership**

## Step 2: Evaluate Teaching Activities

## Step 3: Provide Additional Supporting Activities

**Education of  
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**Clinical  
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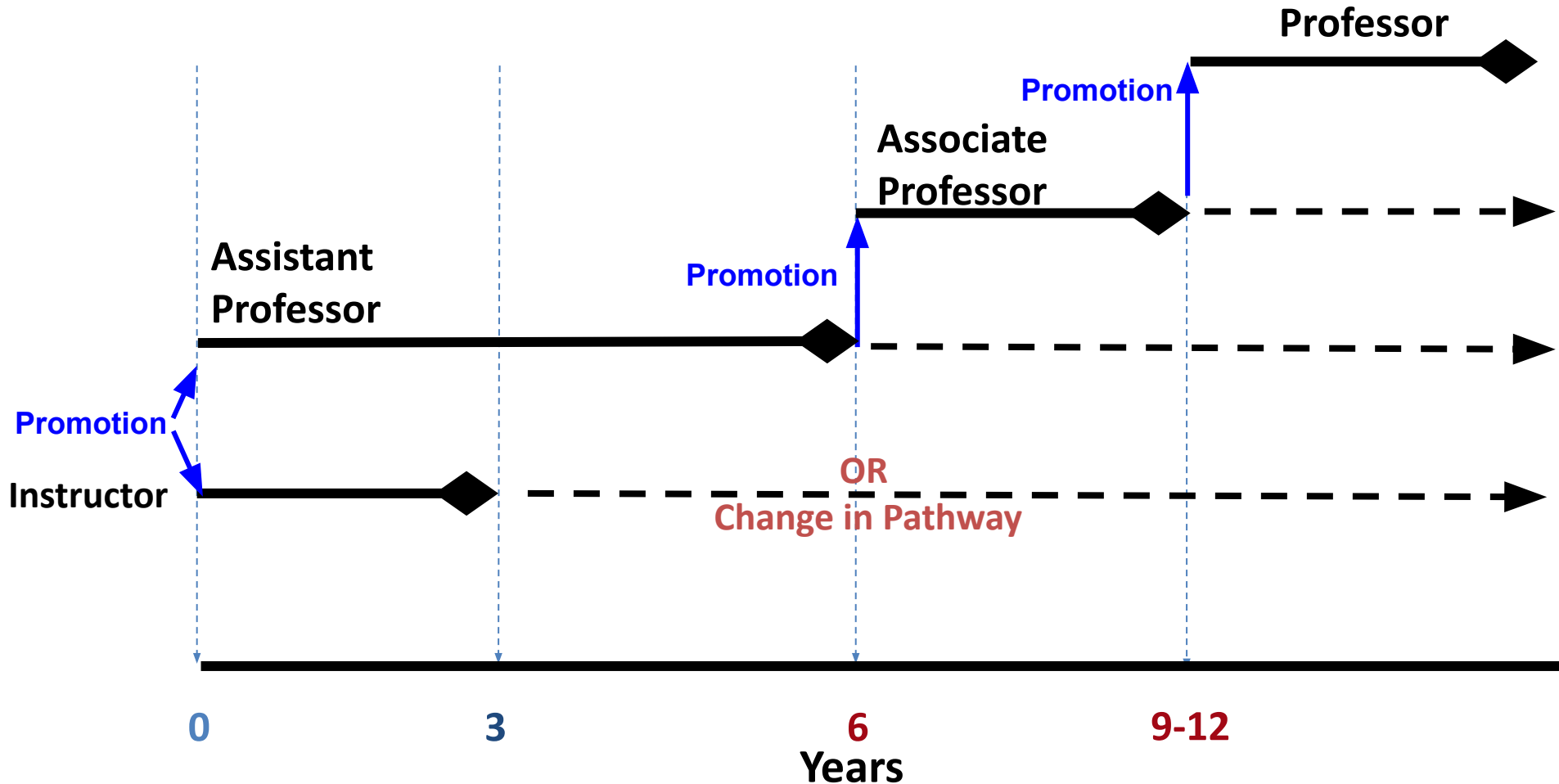
**Administration  
or Institutional  
Service**

# Sum of All Contributions

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- Many faculty make substantial contributions *outside* their area of excellence.
- These significant supporting activities *supplement* accomplishments in the area of excellence, allowing the *total of an individual's achievements* to be considered in the evaluation for promotion.

# Approximate time-line\*



\* Intervals are approximate; appointments are not time-constrained except for individuals who are tenure-eligible

# Promotion Timeline

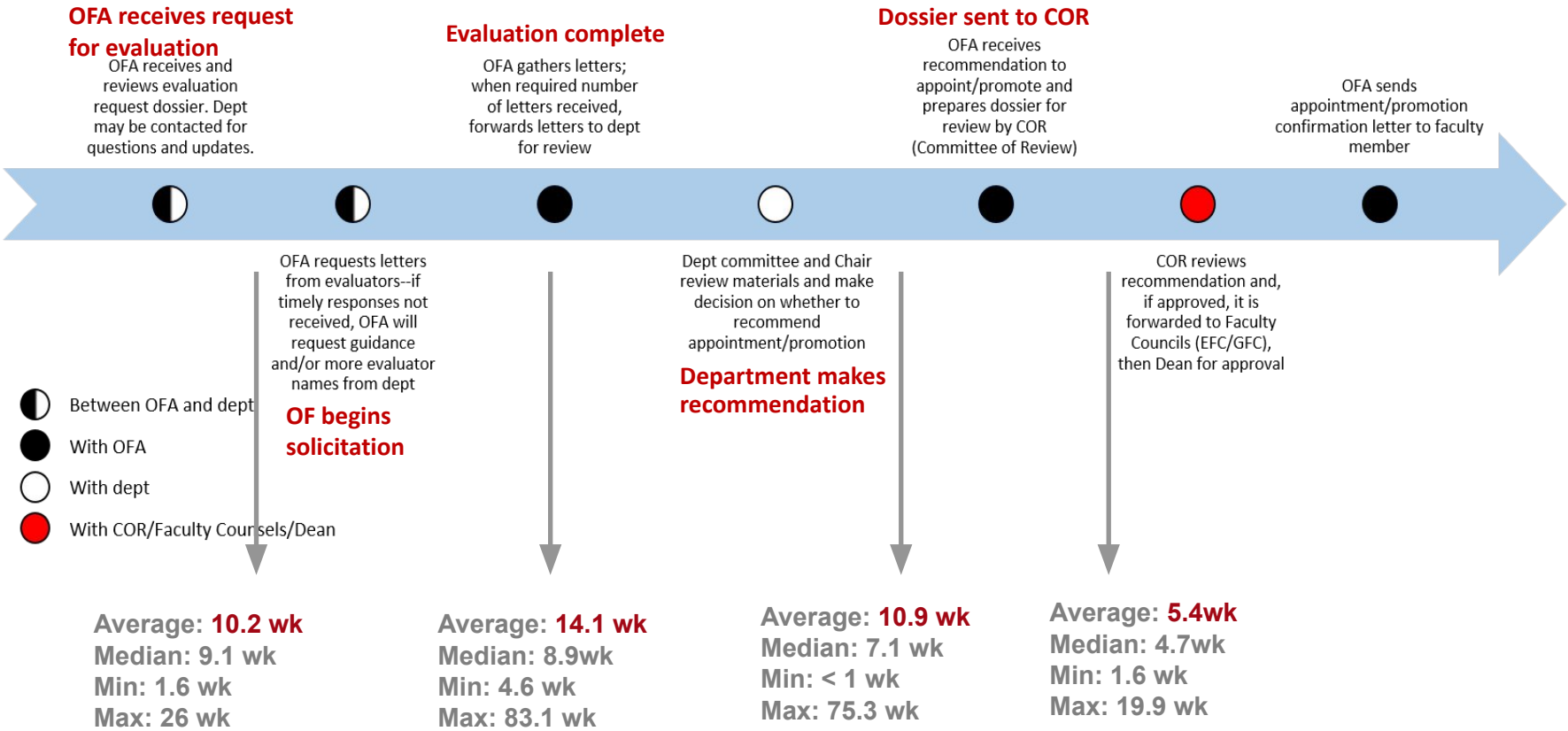
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Timing of promotion is based on achievement of metrics

Appointments are not time-constrained except for individuals who are tenure-eligible

# Turnaround Times - WCM only

## 2018-19 Candidates



Median time from date of initial *request for evaluation* to date *reviewed by COR* was **34 weeks**.

# Questions?

