



A Primer on Promotion and Tenure

New Faculty Orientation, Sept. 19, 2012

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Promotion and Tenure

Carrots for Your Career!



What's the point of P&T?

- Reward faculty for accomplishments and for contributions to the mission of the University
- Set standards for the University
- Maintain or improve quality of the University faculty

Outline

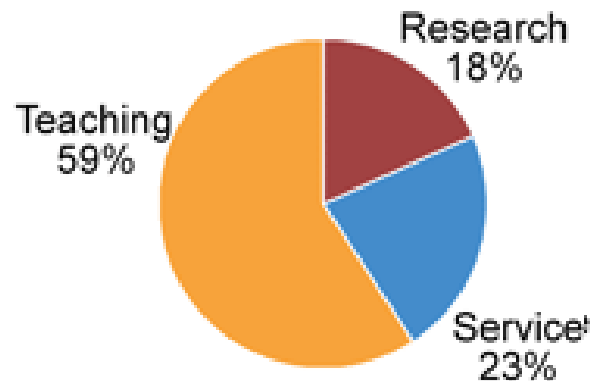
- 1. Background information**
- 2. Suggestions and advice**
- 3. Nuts and bolts of the P&T system**
- 4. Criteria used in P&T**
- 5. Closing notes**

The Mission of UNMC

- Education of health professionals
 - “Educational activities are the primary function of UNMC...” UNMC Prioritization of Academic Programs, Oct. 2010.
- Research to advance medical knowledge
- Comprehensive patient care
- University and community service
- How will you spend your time?

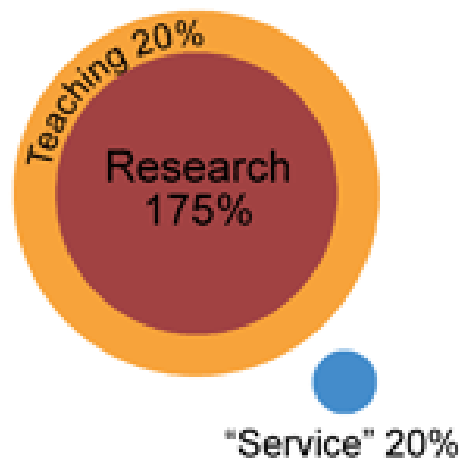
How Professors Spend Their Time

How they actually spend their time:



Source: Higher Education Research Institute Survey (1999)

How departments expect them to spend their time:



How Professors would like to spend their time:

Don't tell me what to do

Faculty Role

- The fulfillment of the mission of the Colleges at UNMC requires faculty excellence in four areas of professional emphasis:
 - **Teaching**
 - Research and other scholarly activities
 - Patient care
 - Service (including administration)
- Excellence is recognized through promotion and/or tenure

- Decisions to **promote** faculty members and **award tenure** are the **most important** ones made by the College.
- They **determine the quality** of the faculty, and hence the quality of the institution **for decades** to come.

Underlying Questions

- Has the individual improved the overall quality of the department/college?
 - Make a significant contribution to teaching, research or clinical service
- Will the individual continue to make quality contributions throughout their tenure?
 - Develop a reputation as a teacher/scientist/clinician with the energy and enthusiasm to carry your accomplishments on in the future.

Almost obvious points

- **Work hard**
- **Focus**
- **Don't hide**
 - **Talk** (and listen)
 - **Give talks locally** (departments, research groups, sections [rounds, seminars])
 - **Collaborate**



Who is responsible for your
advancement in rank?

YOU!!



Early moves

1. Decide on an area of career emphasis (teaching/education is necessary)
2. Find a mentor (formal or informal)
3. Learn to collaborate
4. Make sure you and your chair (or Section Chief) are on the same page



Early moves

5. Obtain College P&T Guidelines

- Use the examples in the P&T guidelines as targets for achievement

6. Does your department have guidelines?

- Formal or informal

7. “Double Dip^{dd}”



Your Initial Steps for the Formal Process

- Obtain College P&T Guidelines
- Obtain concurrence of department chairperson (or section chief) *
- Assemble materials for department and college P&T Committees. Make them "right".
 - This includes letters of recommendation. Start the process by mid-summer of the year you will ask for promotion.

***Candidate can proceed without this approval**

Continuing the Formal Process

- Identification of candidate to the Dean's office, request reference letters (Sept-Oct) – Chair's job
- Review by departmental P&T Committee and recommendation to department chairperson*
- Submission of application with supporting materials (Nov) – Chair's job

***Candidate can proceed without this approval**

Important Supporting Information*

- CV: Funding, publications, teaching, etc.
- Teaching evaluations (peer and student)
- Personal narrative (clear, cogent, highlight biggest accomplishments and their importance)
 - Teaching involvement
 - Description of research/scholarly program
 - Clinical activities
 - Service
- Strong letters (senior people capable of evaluating candidate)
 - Most letters come from candidate's list
 - One letter must come from unidentified reference

***Follow the instructions carefully and include all requested material!**

Teaching documentation

PREPARING FOR PROMOTION AND TENURE Focus on Teaching Documentation - Teaching Portfolio

I. INTRODUCTION

This document is intended to help with documenting teaching activities and in the development of the two page narrative on teaching activities for Promotion and Tenure Committee review. In addition to general guidelines for UNMC, each academic unit has specific requirements outlined in the Guidelines posted on the Academic Services web site. This document was developed as a more generalized approach to developing a Teaching Portfolio as part of an overall Academic Portfolio.

Posted on Blackboard

Next Steps

- Review of application materials by College P&T Committee (Jan-Feb for COM)
- **Committee recommendation to the Dean!!**
- Decision by the Dean with notification to the candidate and recommendation to Chancellor
- Review and approval by the Chancellor and recommendation to the Board of Regents
- Review and approval by the University Board of Regents

Final Dates

- Promotions and granting of tenure take effect July 1 of the following academic year (assuming it begins July 1).
- Promotions and tenure granted this academic year, 2012-2013, take effect July 1, 2013.

Faculty member/Department Chair

Department P&T committee

Department Chair
Associate Dean – Allied Health

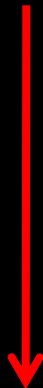
College P&T Committee

Dean

Chancellor

Regents

Usually
downhill



Department P&T Committee

- Advise and assist the candidate
- Make sure all materials are present
- Present strengths and weaknesses to the chair
- Make written recommendation to chair – part of the package to Dean

College P&T Committee (COM as an example)

- 8 members (chair + 7)
- All full professors
- COM – 2 to 4 basic science faculty, 4 to 6 clinical faculty
- Assist the candidate in promotion and/or tenure

College P&T Committee Process

- Primary and secondary reviewers
 - Present strengths and weaknesses to the committee, make recommendation
- Comments from committee members
- Recuse from vote if conflict exists
- Committee vote on their recommendation to the Dean

Appointments Leading to Promotion

- Health Professions Faculty Appointment
 - Can apply for promotion and/or tenure
 - No set time limit for tenure
- Special Appointments (promotion only)
 - **Research Appointments**
 - Dedicated primarily to sponsored research
 - **Clinical Appointments**
 - Primary purpose is to provide health care
 - Courtesy Appointments
 - Primary appointment in another department
 - Adjunct Appointments
 - A non-pay voluntary appointment
- Continuous appointment - tenured
- **Specific term**

Tenure



*"There goes Professor Wagner, whose weak scholarship
is balanced by his mighty tenure."*

Tenure

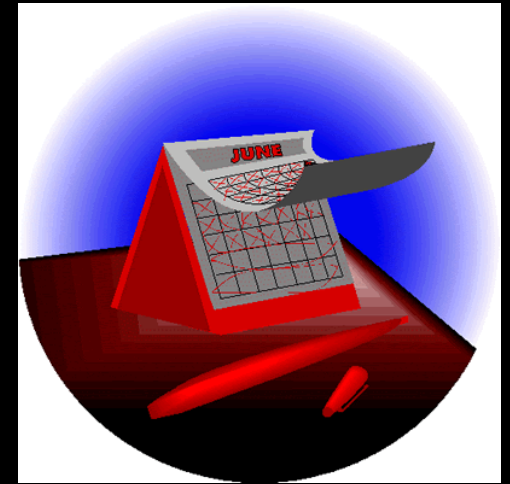
- Separate and independent of promotion
- Health Professions Faculty Appointment is required

Tenure density at UNMC: 38% of those eligible for tenure

COM: 22% tenured, 41% HPA, 37% special appt

Time in rank

- Guidelines indicate 4-5 years in rank before next promotion, 7+ years for tenure.
- 5 years is normal, 4 years for someone outstanding.
- Shorter times are very rare and are scrutinized rigorously.



Time in rank data: COM

- Promotions in the past 14 years:
 - To Associate Professor
 - 1 in < 2 years
 - Rated 2+ to 3 in 3 areas, 153 pubs
 - 0 in < 3 years
 - 4 in < 4 years
 - To Full Professor
 - 0 in < 2 years
 - 2 in < 3 years (both in clinical depts)
 - Rated 2+/3/3/2 and 2+/3/2+/2 + international reps
 - <10 in 4 years

Criteria

- General criteria
 - Must be fulfilled
- Specific criteria
 - More flexibility in how these can be filled

Areas of Accomplishment

- Teaching
- Research and Scholarly Activity
 - Includes creative teaching activities
- Clinical Service
 - COM criterion
- Service
 - CON includes clinical service here

General Criteria

- Assistant Professor
 - Initial Competence
 - Board Certified, if appropriate
- Associate Professor
 - Independence, leadership, creativity, emerging regional or national reputation
- Professor
 - Leadership, lasting contributions, established national/international reputation
- Tenure
 - Continuing valuable contributions to the College

Specific Criteria

- Assistant Professor
 - **Competence (level 1)** in one area
 - CON, COPH: three areas
- Associate Professor
 - **Significant achievement (level 2)** in two areas*
 - **Competence (level 1)** in one other area
 - CON: same but includes service for level 2.
- Professor
 - **Highest level of excellence (level 3)** in one area
 - **Significant achievement (level 2)** in two other areas
 - CON: Level 3 in two areas, level 2 in one

***Service excluded.**

All faculty are expected to participate in teaching.

Specific Criteria

- Tenure
 - **Significant (sustained) achievement (level 2)** in three areas, including teaching and research.
 - COPH: same but specifically includes the expectation that the accomplishments will continue and be long lasting.
 - COP: Level 2 in two areas and level 1 in third area.
 - CON: Sustained level 2 in two areas, sustained level 1 a third area.

Specific Criteria

- It is not expected that any individual faculty will accomplish all of the items that are listed.
- It is also not a comprehensive list.

Underlying theme?



"It's publish or perish, and he hasn't published."

Level 1. Teaching

(activities should be recognized locally as being competent)

- Lectures to students, residents, or peers
- Instructs in laboratory sessions
- Facilitates Problem Based Learning (PBL) or other small group sessions

Level 1. Teaching (pt 2)

(activities should be recognized locally as being competent)

- Presents teaching rounds or patient conferences
- Supervises trainees in clinical service
- Participates in teaching or supervision of graduate students and/or postdoctoral fellows
- Participates in postgraduate or continuing education course

Level 2. Teaching

(activities should be recognized locally or regionally as being proficient)

- Prepares new curriculum materials (new courses/cores, syllabus, PBL cases)
- Writes chapter for peer-reviewed textbook used regionally or nationally.
- Supervises or coordinates the teaching by other faculty, fellows, residents, or graduate students (e.g., course or Core Director)
- Develops/directs a postgraduate or continuing education course which serves a regional audience

Level 2. Teaching (pt2)

(activities should be recognized locally or regionally as being proficient)

- **Invited** to present **lectures** at the state or regional level
- **Invited lecturer** at **other institutions** of higher education (e.g., universities, health professions schools) or research and development facilities or institutes (e.g., NIH, CDC) **dd-r**
- **Develops** and participates in teaching major portions of a **graduate course**.

Level 2. Teaching (pt3)

(activities should be recognized locally or regionally as being proficient)

- Supervises graduate students (M.S., M.P.H. or Ph.D.) as primary advisor
- Participates on NIH/equivalent training grant.
- Receives a local **teaching award** or is nominated for U-wide, regional or national teaching award. **Important if teaching is main focus.**

Level 3. Teaching

(activities should be recognized regionally or nationally as being proficient)

- Editor/author of a textbook adopted for teaching at other institutions
- Develops a course, curricular component, educational software, or evaluation materials which are used regionally or nationally
- Invited to organize and participate with a major role at a regional or national educational meeting
- Supervises a training program which has a regional or national audience
- Receives a regional or national teaching award

Level 1. Research/Scholarly Activity

(Evidence of initial publication success)

- Actively involved in clinical or basic science investigation
- Active in local presentation of research results (seminars, grand rounds^{dd-t}, local scientific programs, and so forth)
- Evidence of application for funding as a principal investigator for research locally or regionally
- Submit disclosure of inventions; file patents

Level 2. Research/Scholarly Activity

(Evidence of a portfolio of high quality, peer-reviewed and other publications, the number and forum for these publications being appropriate to the field of study)

- Success in obtaining extramural, NIH-defined peer-reviewed grants or contracts^{dd-s}
- Success in obtaining investigator-initiated basic/applied research grants or contracts with pharmaceutical, instrumental or other commercial enterprises^{dd-s}
- Success in obtaining extramural support for educational projects and scholarship^{dd-t}
- Evidence of successful development of interdepartmental and/or interdisciplinary collaborative research programs

Level 2. Research/Scholarly Activity (pt 2)

(Evidence of a portfolio of high quality, peer-reviewed and other publications, the number and forum for these publications being appropriate to the field of study)

- Recognition as an **ad hoc** journal **reviewer** or ad hoc member of review committees or study sections
- **Consultant** for private sector foundations or corporations^{dd-s}
- **Presentation** of **invited** or **peer-reviewed** research results at **national** or **international professional meetings**
- **Inventions** licensed, **patents** issued
- **Invited** to present **research-based seminar** **regionally** or **nationally**^{dd-t}.

Level 3. Research/Scholarly Activity

(Evidence of a significant portfolio of high quality, peer-reviewed)

- Direction of scholarly activity of other faculty or post-doctoral appointees^{dd-t}
- Continued success in obtaining extramural, NIH-defined peer-reviewed grant or investigator initiated basic or applied research through grants or contracts from private sector.
- Continued success in obtaining extramural peer-reviewed support for educational projects.
- Recognition as a journal editorial board member or editor

Level 3. Research/Scholarly Activity (pt 2)

(Evidence of a significant portfolio of high quality, peer-reviewed)

- **Regular member** of a special **review committee or study section**
- **Invited to organize and participate** in a major national or international scientific meeting
- Acquires FDA approvals; invention has a major impact on state-of-the-art; invention generates University resources
- **Consults** at the **national level** (e.g., Board of Scientific Advisors)

Level 1. Patient Care

- Demonstrates competence and promise of excellence in clinical, diagnostic, procedural or other professional work
- Major participation in clinical or professional program
- Considered a very good clinician or professional by students, residents, fellows and faculty
- Consults at local level

Level 2. Patient Care

Emerging Reputation at Regional Level

- Emerging **consulting** physician or professional at **regional level**^{dd-s}
- Considered an **excellent** clinician or professional
- **Develops and/or directs** clinical or professional **program**^{dd-s}
- Known as an excellent clinician with **special skills** at a **regional level**.
- Devises or implements a **new method or procedure**
- **Officer** in local or regional clinical/professional **society**^{dd-s}

Level 3. Patient Care

Recognition at National / International Level

- **Established** consultant or attracts patients or clients on a regional, national, or international level^{dd-s}
- Devises a **new method or procedure** which receives **national or international recognition**
- Contributes significantly to **board examination** (e.g., board examiner, test preparation) in specialty or subspecialty
- **Officer** in **national or international** clinical professional society^{dd-s}
- Makes **major clinical contributions** appropriate to the mission of the College

Level 1. Service

- Demonstrates skills in managing activities or programs
- Serves on committees
- Conducts tests, procedures or data handling in support of a clinical or service laboratory

Level 2. Service

- **Independently directs** a major program/project/research **laboratory^{dd-r}**
- **Oversees**, directs and interprets tests, procedures or data handling in support of a **clinical or service laboratory^{dd-r}**
- Oversees a major research project as **principal investigator**, which involves management of personnel and finances^{dd-r}
- Serves as **officer** in state or local professional society^{dd-c}

Level 2. Service (pt 2)

- Serves as an Assistant or Associate Dean or other **Administrative appointment**, e.g., Vice or Associate Chairperson of a department
- **Consults nationally** regarding service-related activities **dd-r/c**
- **Chairs** medical subspecialty or **professional society committee**
- **Attracts substantial gifts** or endowments to the College of Medicine

Level 2. Service (pt 3)

- Service as a regular or ad hoc member on a **national research or clinical review committee**^{dd-r/c}
- Serves as **officer or major committee member/chair** in regional or national professional society^{dd-c}
- **Chairs** a departmental **faculty search committee**
- Chairs a major committee
- Performs a **service for the community** or organizations within the community which are not directly associated with UNMC – community service

Level 3. Service

- There is no Level 3 in this category except in the CON.

- The criteria for promotion for clinical and adjunct faculty are somewhat different.

How Can I Attain Competence, Significant Achievement or Excellence?

- Become a go-to person or a specialist (focus)
- Get ideas from teaching, research or clinical workshops
- Seek out emerging programs to support
- Faculty development opportunities at UNMC:
www.unmc.edu/facdev or UNMC Today
- Learn how to manage a research lab
 - Making the Right Moves: A Practical Guide to Scientific Management for Postdocs and New Faculty
- Utilize on-line resources

Local Committee Participation: Interdisciplinary Interaction

- Curriculum committee
 - Reviewed current curriculum
 - Recommended changes in overall direction
 - More patient focused
 - More hands on in earlier years
 - Approve individual and general changes
- Institutional Review Board
 - Review all new research studies
 - Review ongoing studies

National Committee Participation: Interdisciplinary Interaction

- National Comprehensive Cancer Network
 - Specialists from many backgrounds, parts of the country and 19 institutions
 - Consensus opinions are reached where the evidence is not clear cut
 - Meetings at least once a year to update and review guidelines
 - National impact

Use your society resources



American **HEAD & NECK** *Society*

The single largest organization in North America for
the advancement of research and education in head and neck oncology

Resources

- Burroughs Wellcome Foundation
 - <http://www.bwffund.org/pages/55/Career-Development/>
 - Hints for Obtaining Tenure
 - Communicating Science: Giving Talks
 - Making the Right Moves: A Practical Guide...
 - On Blackboard: some chapters are only on-line.
 - Much more
- Howard Hughes Medical Institute
 - <http://www.hhmi.org/catalog/main?action=home>

Conclusions: What I Have Learned

- Meet regularly with colleagues and seek their opinion
- Keep your eyes open when going about usual activities
- Ask questions and try new things (go outside your comfort zone)
- Don't be afraid to ask others to help

Plan Ahead