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*\*Please don't forget to complete your evaluation  
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# Academic Tracks and Expectations for Promotion: Clinician-Educator and Practitioner Series

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# Academic Tracks

## Keck School of Medicine

- **Tenure Track**
- **Research Track**
- **Clinical Track:**
  - **Traditional Clinical Track**
    - Educational Scholar
    - Clinical Scholar
  - **Clinician Educator**
  - **Practitioner**

<http://keck.usc.edu/faculty-affairs/wp-content/uploads/sites/195/2016/06/Keck-School-Guidelines-for-Appointment-and-Promotion-Final-Version-2.pdf>

# Clinical Track

- **The clinical track consists of 5 different promotion series that recognize the varying roles and accomplishments of our diverse faculty.**
- **Appointment on the Clinical, Clinician Educator and Practitioner series can occur at the Instructor, Assistant Professor, Associate Professor and Professor rank depending on the qualifications of the individual**
- **Clinical Scholar and Educational Scholar are additional designations that may be granted at the time of appointment at a senior academic rank (Associate Professor or Professor) or at the time of promotion to a senior rank**

# **“Traditional” Clinical Track**

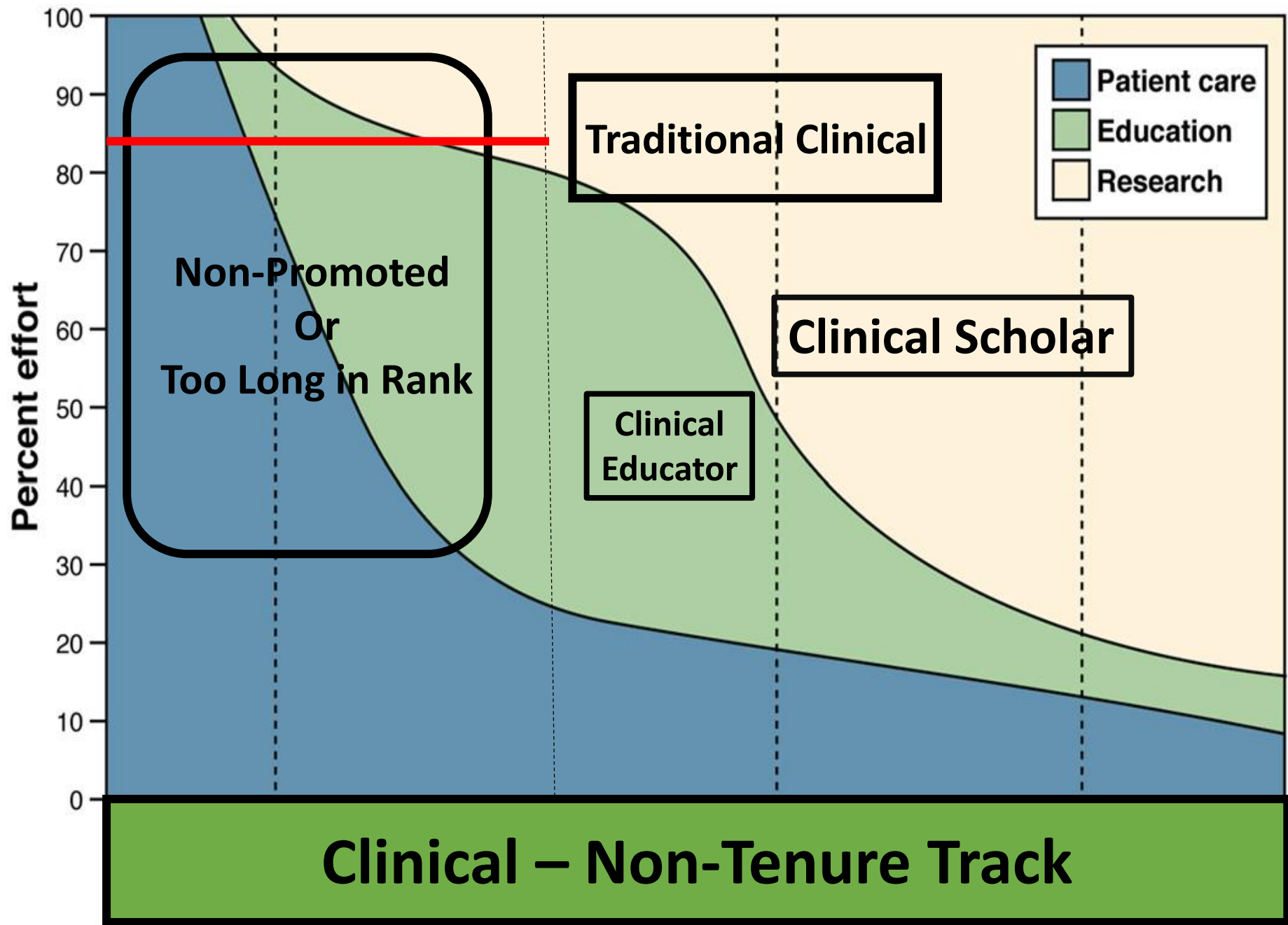
- **Faculty in the “traditional” clinical track often perform clinical duties but are also actively involved in the education of medical students, residents and fellows**
- **Expectations:**
  - **Demonstrate excellence in one of the 3 standard areas (usually scholarship or teaching) and strength in the remaining 2 areas**
  - **Due to the time spent in clinical care, most clinical faculty may not have as extensive a publication or grant record as expected for tenure track faculty or clinical scholars but are expected to have produced scholarly work in their field and to have achieved a level of regional/national recognition for their work (as evidenced by invitations to speak at regional/national or international scientific meetings, service on national committees and panels for scientific organizations, service as a reviewer or editorial board member)**
  - **Demonstration of excellence or strength in teaching**
  - **\*Current discussions regarding inclusion of clinical care (when appropriate) in the promotion process for this track**

# Educational Scholar

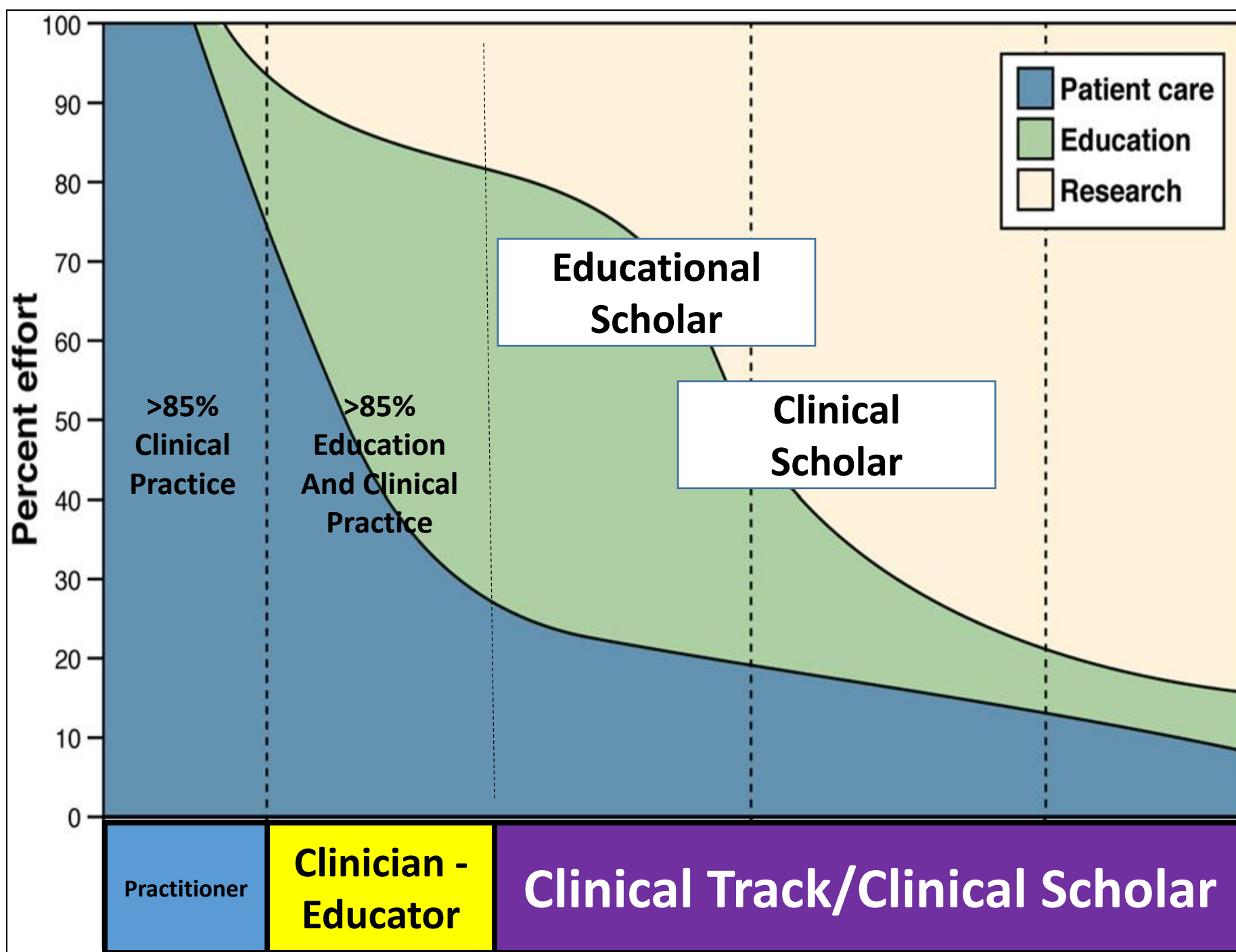
- **The Educational Scholar designation is only awarded to faculty appointed or promoted to Associate Professor or Professor ranks**
- **Expectations:**
  - **The main criterion used in the consideration of candidates for this designation is evidence of scholarship in education, including the production of original or innovative teaching materials and publications on educational content, methods or theory.**
  - **Faculty in this series often hold advanced degrees in education and have demonstrated leadership in the development of educational programs or have directed programs (including clinical training programs) with distinction**
  - **This designation is awarded by the Dean of the KSOM on the recommendation of the KSOM FAPTC and does not require evaluation by UCAPT**

# Clinical Scholar

- The Clinical Scholar designation may be added at the time of appointment or promotion to an advanced rank after demonstration of substantial scholarly contributions that have had an impact in their field
  - **Expectations:**
    - Sustained record of publications in high impact journals
    - Record of extramural funding (although not necessarily expected to be from NIH or comparable funding agencies)
    - National/international recognition in their field and frequent invitations to speak at high-level scientific meetings and symposia
    - Demonstrated excellence in teaching/mentoring
    - Excellence or strength in school, university or national service (NIH study sections, editorial boards, leadership in national scientific organizations, etc.)
    - The university considers this designation a high honor and the process is the same as for the granting of tenure, including the approval by the president/provost on the recommendation of UCAPT







# Practitioner

- **Faculty members in the Practitioner series spend 85% or more of their time in clinical practice**
  - **Expectations:**
    - **The primary criterion for promotion is demonstrated excellence in clinical care**
    - **There may be little time for formal teaching and/or scholarship but there must be some evidence of some level of teaching or mentoring (trainees, community physicians, other medical providers) and support of scholarly activities (support of a trainee research project, entering patients in appropriate clinical trials, participation in quality improvement activities).**
    - **Most faculty members in this series are primarily based at satellite clinics and hospitals**

# Clinician Educator

- **Faculty in the Clinician Educator series spend 85% or more of their time performing clinical care and teaching but it is not required that faculty with 85% time in these areas be appointed to this series**
- **Educational and clinical service activities may count towards the 85% criterion if these service activities are specifically related to their area of strength in teaching/education or clinical service**

# General Expectations

- **Academic Title:** e.g. Clinical Assistant Professor of ..... (Clinician Educator)
- **Promotion:** Expected to demonstrate excellence in both teaching/education and clinical care
- **Not expected:**
  - Significant service outside their own specialized area. At professor rank it is expected that there is evidence of school/university service and leadership up to 15% of their time
  - Significant activity in scholarship/research as demonstrated by peer-reviewed publications and grant support\*

\*Since KSOM is a research medical school it is expected that all faculty on any clinical series play a role in *supporting* research. Examples: mentoring a student, resident or fellow in a research project (e.g. RSP or enrolling patients in appropriate research studies, including clinical trials)

# Educational Service

- **Educational Service that could be counted towards the 85%:**
  - Service on committees dealing with specialty/sub-specialty training
  - Administrative activities in teaching programs (e.g. residency or fellowship directors or associate directors)
  - Coordination and/or management of training at local, regional or national levels
- **Examples of Educational Service that might NOT be counted towards the 85%:**
  - Service on graduate committees for trainees in other departments
  - Service on admissions committees
  - Service for the Center for Excellence in Teaching

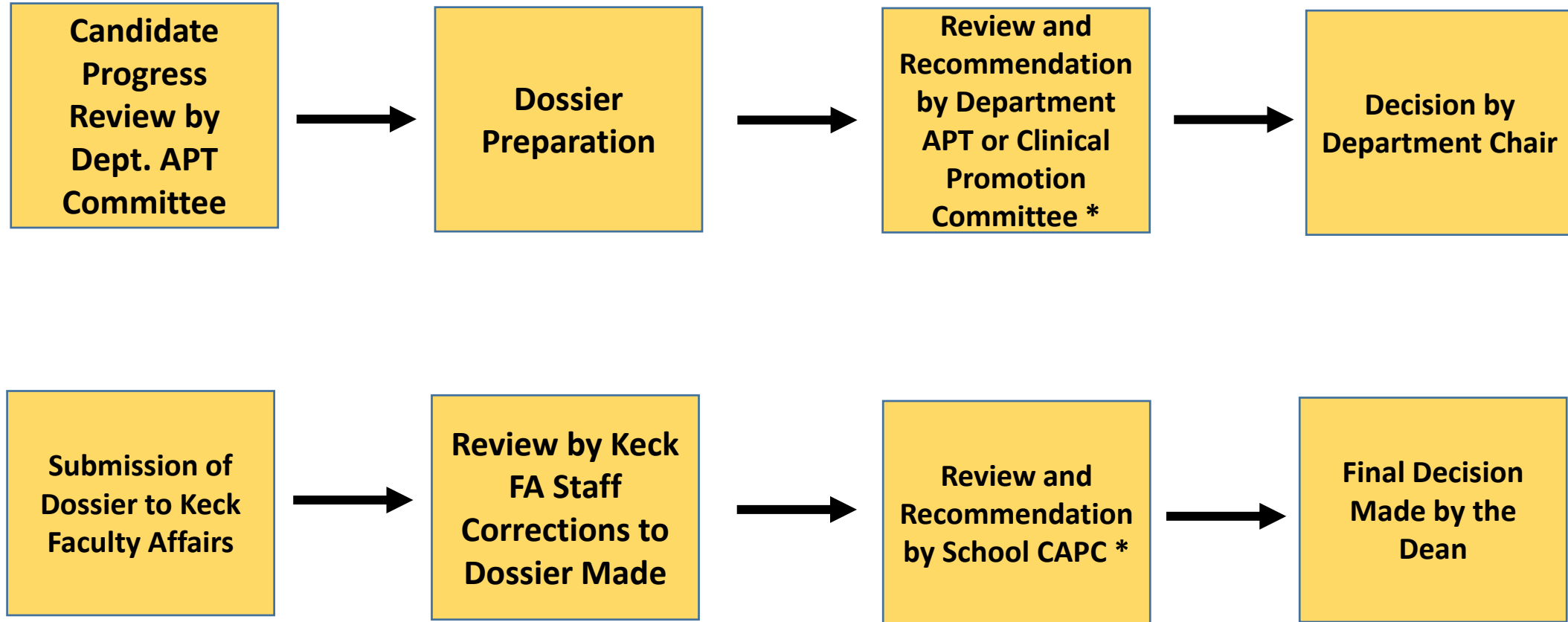
# Clinical Service

- **Clinical Service that could be counted towards the 85%:**
  - Management and administrative aspects of practice
  - Division Head or chief
  - Development and leadership of clinical programs
- **Clinical Service that might NOT be counted towards the 85%:**
  - Service on a hospital Peer Review Committee or similar hospital-wide committees
  - Service for external clinical societies and associations

# Timelines

- **There is no specific timeline for promotion**
- **It is expected that faculty spend a sufficient amount of time in rank to demonstrate excellence in teaching/education and clinical care**
- **For the majority of faculty this is usually 6-7 years**
- **In promotion from Associate Professor to Professor sufficient time in rank is needed to demonstrate sustained contributions and strong evidence and documentation of one or more leadership roles in teaching/education and clinical service**

# Process for Appointments and Promotions



\*Department APT Committee is advisory to the Department Chair and the CAPC is advisory to the Dean



# Dossier Preparation

- **Basic Contents: (see Dossier Checklist)**
  - I. Administrative Assessments**
  - II. Updated CV in USC format**
  - III. Personal statement (see Faculty Affairs link for guidelines)**
  - IV. Teaching, Education, Mentoring**
  - V. Clinical Activities/Clinical Evaluation Report**
  - VI. Research section with quantitative analysis is NOT required but may be presented if the individual has some research activity. The candidates contributions towards supporting research efforts of students, residents, or fellows in enrolling individuals in clinical trials should be documented.\***

\* This is not an absolute requirement, as there may be circumstances why one or both of these two activities may not be performed. Any circumstances that prevent these activities should be provided in the dossier. If there is an alternative activity that supports research, that might also be acceptable.

# Teaching, Education and Mentoring

- Letter from residency, fellowship or course supervisor addressing teaching effectiveness (or provide name and email for Residency/Fellowship Director for Qualtrics Questionnaire)
- Description of principal courses taught and developed
- Total list of Students/Trainees/Mentees with current position (if known)
- Student/Trainee letters (5-6 Letters or provide names and email addresses for questionnaire)
- Student/Trainee evaluations (including 3 most recent years)
- For senior promotions – evidence supporting junior faculty mentoring (letters from mentees)

# Clinical

- **Description of clinical service activities including clinics staffed, surgery block time, on-call services, RVU data**
- **Development and management of specific clinical programs**
- **Board Certification (MOC activities)**
- **Membership in national societies**
- **Presentations at local and regional grand rounds/conferences**
- **Community activity**
- **Visiting professor activities at other medical centers**
- **Other activities relating to clinical work specific to the candidate**

# Clinical Evaluation Report

- **Results from Clinical Skills Survey evaluating the candidate in 4 areas:**
  - General Clinical Proficiency
  - Communication
  - Professionalism
  - Function in the Health Care System
- **Clinical Skills Survey:**
  - Administrators provide email addresses of 4-5 faculty, administrators and/or staff to Faculty Affairs in EACH of the following 3 categories:
    - Supervisors of the candidate
    - Peers of the candidate
    - Supervisees of the candidate (eg. nurses, trainees, or faculty supervised by the candidate)

# Changing Academic Tracks

- **From Traditional Clinical Track to Clinician Educator/Practitioner:**

Can be approved by administrative action if not seeking simultaneous promotion:

- 1. CV
- 2. Profile of Activities (must meet 85% requirement)
- 3. Letter from candidate requesting change
- 4. Letter from Department Chair recommending approval of change

- If promotion is requested a dossier must be prepared and reviewed by CAPC

- **Changing from Clinician Educator/Practitioner to Traditional Clinical:**

- At Instructor or Assistant Professor level can be approved by administrative action (same requirements as above)
- At senior rank can be approved by administrative action but change would be to Assistant Professor rank (reduction in rank)
- Change to the Traditional Clinical track at a current senior or higher rank requires preparation of a Traditional Clinical Track dossier and a full review process including review by the FAPTC

<b>ACADEMIC YEAR</b>	<b>CLINICAL SERIES</b>	<b>NUMBER OF PROMOTIONS</b>
<b>2014-15</b>	<b>Traditional Clinical Track</b>	<b>19</b>
<b>2015-16*</b>	<b>Traditional Clinical Track</b>	<b>26</b>
	<b>Clinician Educator/Practitioner</b>	<b>25</b>
<b>2016-17</b>	<b>Traditional Clinical Track</b>	<b>45</b>
	<b>Clinician Educator/Practitioner</b>	<b>42</b>

**\* First year of new Clinician Educator and Practitioner series**

## IX. Table Summarizing Clinical Promotion Series

Summary of Clinical Promotional Series							
Series	Title	Areas	Evaluated on Research	Evaluated on Teaching	Evaluated on Service	Evaluated on Clinical	OTHER REQUIREMENTS
<b>Clinical Scholar</b>	(Associate) Professor of [Dept] (Clinical Scholar)	1) Excellence in Research, 3) Excellence in Teaching/Educ/Mentoring 3) Strength in Service	Yes	Yes	Yes	No	Evaluated by UCAPT and Provost, Ten reference letters, 5-6 from arm's length referees
<b>Clinical</b>	(Assistant) (Associate) Professor of Clinical [Dept]	Excellence usually in one area (usually research or teaching), strength in remaining two areas	Yes	Yes	Yes	No	5 reference letters (proportions of different types depend on area of excellence)
<b>Educational Scholar</b>	(Associate) Professor of Clinical [Dept] (Educational Scholar)	Excellence usually in Educational Scholarship, strength in remaining two areas	Yes Research in area of Educational Scholarship	Yes	Yes	No	5 reference letters (see checklist for proportions of different types). Includes evaluations by referees with expertise in education
<b>Clinician-Educator</b>	Clinical (Assistant) (Associate) Professor of [Dept] (Clinician-Educator)	Teaching, Education and Mentoring, Clinical Practice	Only as appropriate for minimal part of profile, clinical trial enrollment or trainee supervision in research	Yes	Yes, if service is part of profile	Yes	Includes evaluations by trainees and mentees, by residency or fellowship director as appropriate. Supervisors, peers and supervisees asked to submit surveys on evaluation of clinical skill
<b>Practitioner</b>	Clinical (Assistant) (Associate) Professor of [Dept] (Practitioner)	Primarily Clinical Practice	Only as appropriate for minimal part of profile, clinical trial enrollment or trainee supervision in research	Only as appropriate if minimal part of profile, mentoring/training of colleagues or community physicians documented	Yes, if service is part of profile	Yes	Supervisors, peers and supervisees asked to submit surveys on evaluation of clinical skill

# QUESTIONS?



**What is the  
problem with  
our offensive  
line?????**