Promotion in the Clinical Ranks

Does NOT include
School of Medicine.
Agenda

Welcome

Overview of Clinical Faculty and Clinical Promotion Cases

Criteria for Excellence—Teaching, Service

Key point: Dissemination/Scholarship

Panel--Q&A
Clinical Faculty and Clinical Promotion cases
Headcount Clinical Faculty 2019

- Assistant (IUSM)
- Associate (Non-IUSM)
- Full (Non-IUSM)

Number of Faculty:
- Assistant: Over 700 (IUSM)
- Associate: Over 100 (IUSM) and over 100 (Non-IUSM)
- Full: Over 100 (IUSM) and over 50 (Non-IUSM)
2018-2019 Promotion cases

Total clinical:
37 = 33 Medicine
27 Service
6 Teaching
4 Other

All Teaching
Liberal Arts (2)
Engineering
Nursing
2019-2020 Promotion cases

Total clinical:
49 = 45 Medicine
43 Service
2 Teaching
4 Other
   All Teaching
Clinical faculty responsibilities

Clinical faculty may be reviewed on, and promoted for, excellence in:
• Teaching
• Service
• A ‘balanced case’ is possible for promotion

You may present scholarship in either teaching or service
You may not present research
<table>
<thead>
<tr>
<th>Rank</th>
<th>Area of Excellence</th>
<th>Satisfactory Performance</th>
<th>Excellence Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Associate Professor</td>
<td>Service or Teaching</td>
<td>Teaching or Service</td>
<td>Record of publicly disseminated and peer reviewed scholarship in area of excellence</td>
</tr>
<tr>
<td></td>
<td>Balanced Case</td>
<td>Highly satisfactory in both areas with scholarship in both</td>
<td></td>
</tr>
<tr>
<td>Clinical Professor</td>
<td>Service or Teaching</td>
<td>Teaching or Service</td>
<td>Record of sustained, nationally and/or internationally disseminated and peer reviewed scholarship in area of excellence. Special circumstances where scholarly productivity has been interrupted can be considered.</td>
</tr>
<tr>
<td></td>
<td>Balanced Case</td>
<td>Highly satisfactory in both areas with scholarship in both</td>
<td></td>
</tr>
</tbody>
</table>

**Important Note:**
Research is not a required area of evaluation for clinical faculty

Any research activity should be used to support and align with the area of excellence
New-format guidelines and resources

Folder-by-folder guides to dossier content

Clinical-teaching
Clinical-service
Clinical-balanced

Reformatted guidelines with excellence – per – faculty type

III.B CRITERIA BY FACULTY TYPE A

Tenure-track Faculty
Single area of excellence
Research-satisfactory-TT
Teaching-satisfactory-TT
Service-satisfactory-TT
Research-excellent-TT
Teaching-excellent-TT
Service-excellent-TT

Balanced case TBD

Clinical Faculty
Service—excellent-clinical
Service-satisfactory-clinical
Teaching-excellence-clinical
Teaching-satisfactory-clinical
Balanced service and teaching-Clinical TBD
Key Resources for Teaching

**Workshop listing**, with ppts and zooms of previous sessions, especially Excellence in Service, Excellence in Teaching, and Dossier Prep

- Reflection on and improvement of own teaching
- Evidence of student learning
- External peer evaluation of course development
- Dissemination of scholarship of teaching

All items, for both associate and full

For full: **sustained and national in scope**
Key Resources for Service

Definition: Application of professional skills to community issues

Dissemination in peer-reviewed outlets → *impact beyond the direct recipients*
Faculty claiming excellence in service, whose professional service consists primarily of patient or client service, must document how their work exceeds normative levels of activity and quality and is, in fact, excellent because it represents exceptional outcomes that result in the faculty member being recognized as an expert in their field and brings prestige to the candidate, the primary/department and the unit/school. Such service based on exceptional care contributes to the knowledge base or demonstrates a level of proficiency that itself illuminates practice for others.

In all cases, this work must:

- have impact beyond the direct recipient of the service; and
- be documented through appropriate publications or dissemination activities.

From: PT Guidelines, p. 22
Clinician A has GREAT IDEA

Benefits clients
Yay!

Clinician B hears about GREAT IDEA
Implements

Clinician A:
satisfactory

Benefits clients
Yay!

Clinician B:
satisfactory
Clinician A has GREAT IDEA

Benefits clients Yay!

Clinician B Implements

Benefits clients Yay!

Clinicin C Implements

Clinician D Implements

Disseminates idea through conferences or publications

Clinician A = EXCELLENCE

IMPACT = much broader

Clinicians B, C, D Satisfactory
Scholarship of ....teaching or service

Not just *doing*.... but *engaging in a conversation about*....

In other contexts you would call this “research”

• Effect of peer coaching on students learning public speaking
  = scholarship of teaching

• New guidelines for pain management for dental procedures
  = scholarship of service
Key steps

1. Have you done something that is non-local?
   – Do you know your options? Is there an organization that speaks to teaching or to service in your area?

2. Let your chair know your goals and timeline

3. Check out department and school guidelines
   – Caution! Some are not very specific. Seek guidance from your chair AND from the school’s P&T committee.

4. Draft a candidate statement and prepare an IUPUI CV [DMAI!]
New question:
Teaching Professor vs. Clinical Full

In what ways does a case for Teaching Professor differ from Clinical Full professor-area-teaching?

Answer: Not many ways.

Clinical faculty are envisioned to have responsibilities that involve professional service as well as teaching.

Lecturer faculty are envisioned to have responsibilities that are all teaching.

Some units have different hiring criteria for clinical and lecturer faculty, and some differences in salaries. Campus promotion does not take these into account.
If you are a clinical faculty member

Take a look at your assigned responsibilities

In what ways do you provide (or supervise others providing, as in student clinics) professional services to external clients?

In what ways does your scholarship seek to address issues involved in professional services, rather than issues involved in student learning?

If you are entirely focused on teaching then let’s talk....

Every promotion case require a little bit of pegs-into-square holes...if the fit is too awkward, let’s think about different holes.
Panelists

- Erin Engels
  - Clinical associate professor
  - Political Science, School of Liberal Arts

- Kyle Kramer
  - Clinical associate professor
  - Oral and Maxillofacial Surgery, School of Dentistry

- Kim Saxton
  - Clinical professor
  - Marketing, Kelley School of Business
Thank you!

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To set up an individual appointment!