

BACKGROUND

Academic Medical Centers have been on a journey to recognize and reward clinical scholarship. In their 2007 Academic Medicine article, Grigsby and Thorndyke provided a working definition of clinical scholarship that builds on the framework of Boyer's Scholarship Reconsidered, namely a definition that includes education, integration and application; is interdisciplinary and interdependent; is systematic and measurable; is disseminated in a variety of formats; and changes the way healthcare is delivered and taught. Promotion and tenure policies and processes need to adapt in order to recognize a range of academic contributions and nontraditional scholarship. This evolving structure is critical to the recruitment and retention of the next generation of faculty.

PURPOSE

1. To create a robust promotion pathway for clinical faculty involved in education, leadership, clinical innovations, and service.
2. To define a range of academic contributions and nontraditional scholarship valued for promotion and indicative of growing reputation.
3. To assess the clinical pathway promotion policy and process after its application in the first review cycle.
4. To plan refinements ahead of wider deployment of this pathway across the growing WFSM academic integrated network.

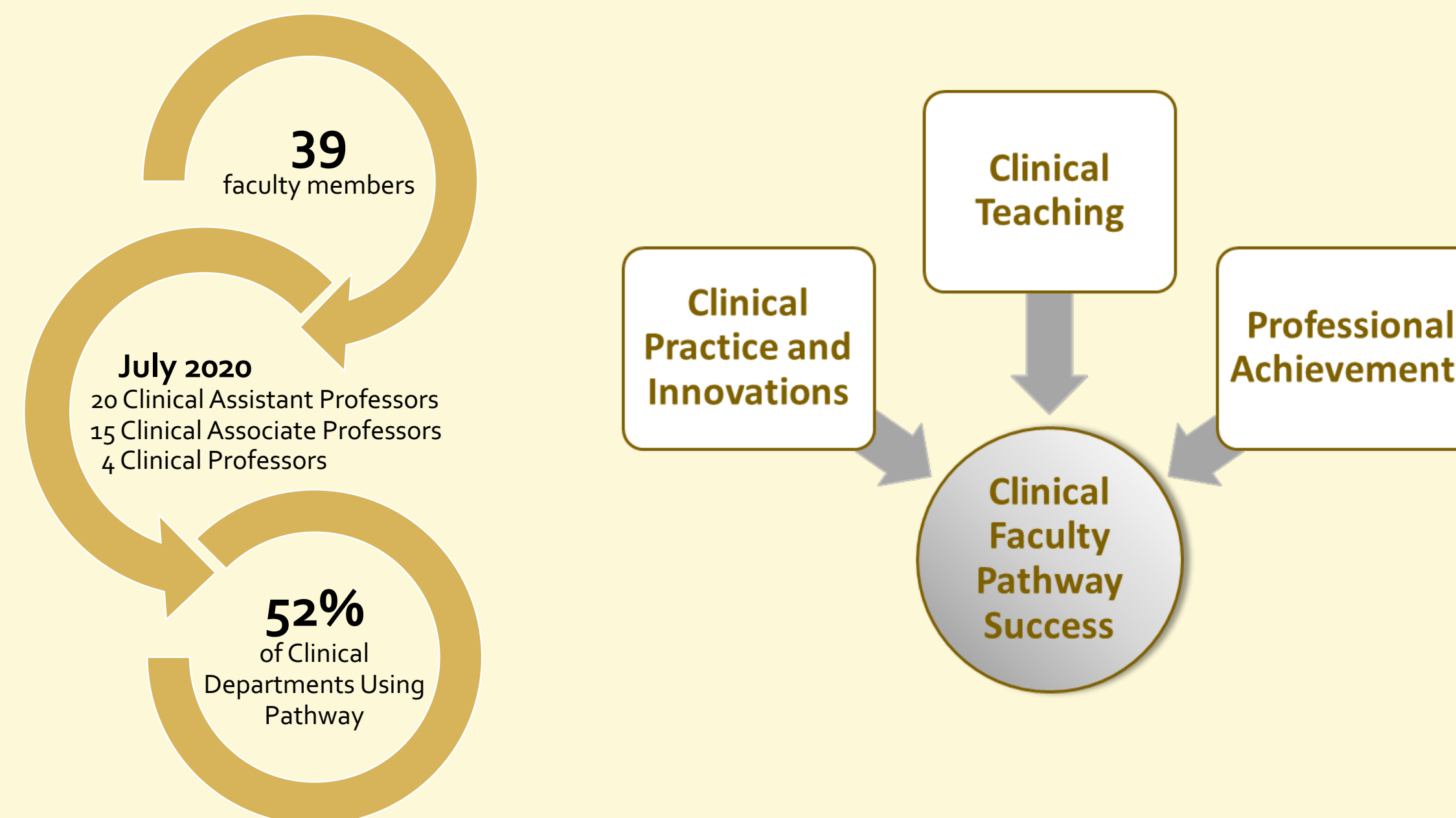
APPROACH

1. Survey feedback from Pathway to Promotion training events.
2. Focus group feedback from the WFSM Promotion and Tenure Committee.
3. Qualitative assessment of the 13 promotion portfolios for the FY20 clinical pathway review cycle.
4. 2020 AAMC Standpoint Survey feedback on promotion and tenure requirements and processes for WFSM.

OUTCOMES

Clinical Faculty Survey Analysis [Phase 3] Assessment on faculty understanding of this new pathway

Survey Component	Pre-Education Session	Post-Education Session
Information session impact on faculty plans to apply for an academic promotion or prepare portfolio material	75%	60%
Understanding of what accomplishments are required/valued for academic advancement	55%	100%
Understanding of evidence and documentation required for the Professional Achievement Portfolio portion of the application	30%	95%
Understanding of how to appropriately prepare a promotion application	35%	85%
Percentage increase of survey participants planning to apply for an academic promotion review in the next cycle	80%	70%



Common Portfolio Categories

- 100% Teaching excellence
- 54% Patient Care Process Improvement
- 54% Committee Leadership
- 38% Patient Safety/Quality Improvement
- 31% Clinical Administrative Leadership
- 23% Advocacy Efforts
- 15% Healthcare Innovations
- 15% Clinical Outreach Activities

Evidence of Achievements

- 92% presentation at society meetings
- 92% quality outcomes
- 92% resident teaching
- 85% medical student teaching
- 85% publications
- 69% advisory board service
- 69% medical director positions
- 54% foundation awards
- 50% grant funding history
- 46% formal teaching awards

Promotion and Tenure Requirements (StandPoint 2020)	n	Strongly Agree or Agree
Teaching/Education: To be promoted in rank, what I must do in this mission area is <u>clear</u> to me	799	66%
Teaching/Education: To be promoted in rank, what I must do in this mission area is <u>reasonable</u> to me	771	61%
Research/Scholarship: To be promoted in rank, what I must do in this mission area is <u>clear</u> to me	771	61%
Research/Scholarship: To be promoted in rank, what I must do in this mission area is <u>reasonable</u> to me	771	61%
Patient Care/Client Services: To be promoted in rank, what I must do in this mission area is <u>clear</u> to me	640	65%
Patient Care/Client Services: To be promoted in rank, what I must do in this mission area is <u>reasonable</u> to me	611	64%
Admin/Institutional Service: To be promoted in rank, what I must do in this mission area is <u>clear</u> to me	775	59%
Admin/Institutional Service: To be promoted in rank, what I must do in this mission area is <u>reasonable</u> to me	751	59%

DISCUSSION

The clinical faculty pathway has been met with cautious optimism given its use in year one. Training sessions are imperative to increase understanding of accomplishments necessary for promotion and the documentation to prove impact. The portfolios submitted in year 1 validate the academic strength of these early candidates. Additional work is needed to define what constitutes clear evidence of a regional and/or national reputation for clinical pathway promotion candidates. Moreover, a tool for chairs to use in annual reviews may assist as they guide career progression of their faculty.

REFERENCES

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