Clinical Pathway to Promotion: Recognition of a Growing Academic Faculty Phenotype

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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

<table>
<thead>
<tr>
<th>Survey Component</th>
<th>Pre-Education Session</th>
<th>Post-Education Session</th>
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<tbody>
<tr>
<td>Information session impact on faculty plans to apply for an academic promotion or prepare portfolio material</td>
<td>75%</td>
<td>60%</td>
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<tr>
<td>Understanding of what accomplishments are required/valued for academic advancement</td>
<td>55%</td>
<td>100%</td>
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<td>Understanding of evidence and documentation required for the Professional Achievement Portfolio portion of the application</td>
<td>30%</td>
<td>95%</td>
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<td>Understanding of how to appropriately prepare a promotion application</td>
<td>35%</td>
<td>85%</td>
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<td>Percentage increase of survey participants planning to apply for an academic promotion review in the next cycle</td>
<td>80%</td>
<td>70%</td>
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| 39 faculty members |
| 52% of Clinical Departments Using Pathway |

July 2020
20 Clinical Assistant Professors
13 Clinical Associate Professors
4 Clinical Professors

31% Clinical Administrative Leadership
23% Advocacy Efforts
15% Healthcare Innovations
15% Clinical Outreach Activities

Clinical Teaching
Clinical Practice and Innovations
Clinical Faculty Pathway Success
Professional Achievements

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

REFERENCES


Presented at the 2020 ELAM® Leaders Forum