

# Promotion Readiness and Areas of Excellence: Professional Track

Presented by:

E. Steve Roach, Assistant Dean for Faculty Academic Affairs

Ana Rubel, Assistant Director, Office of Faculty Academic Affairs

Resources available on our webpage:




<https://intranet.dellmed.utexas.edu/public/promotion-and-tenure-information>

Questions? Please reach out to us: [DellMedFacultyAffairs@austin.utexas.edu](mailto:DellMedFacultyAffairs@austin.utexas.edu)

## Goals for This Session

This session will review the factors that determine promotion readiness for professional-track faculty, outline the Areas of Excellence, and discuss both title series within the professional-track.

We will address common questions, such as:

-  *Which Area of Excellence is right for me?*
-  *Why do we have a Clinical Professor and Professor title series and what are the main differences the two?*
-  *Which title series is right for me?*

# Meeting the Varied Missions of Dell Medical School

## HEALTH STARTS HERE

STRATEGIC PLAN  
for The University of  
Texas Medical Center,  
anchored by  
Dell Medical School  
2024–2030

GUIDING VALUE  
PUTTING PATIENTS FIRST

CORE VALUES  
EXCELLENCE  
INNOVATION  
IMPACT  
COLLABORATION  
COMPASSION  
HUMILITY  
STEWARDSHIP  
ALTRUISM

THE UNIVERSITY OF TEXAS

WHAT STARTS HERE  
CHANGES THE WORLD

## VISION

### DEFINING THE FUTURE OF HEALTH

The University of Texas Medical Center, anchored by Dell Medical School, is defining the future of health.

As a world-class academic medical center working together with our community, powered by cutting-edge technology and digital capabilities, we set the standard for excellence in integrated, multidisciplinary patient care, pioneer research with meaningful impact, lead innovation in medical education and catalyze life sciences entrepreneurship.

## MISSION

### TO REVOLUTIONIZE HOW PEOPLE GET & STAY HEALTHY by:

- Building a sustainable academic health system that delivers person-centered, integrated care across the continuum.
- Embracing novel, collaborative solutions to ensure that everyone has the opportunity to be as healthy as possible.
- Empowering patients, families and communities to be active participants in the health care process through information, access, engagement and agency.
- Cultivating transformative research, entrepreneurship and innovation that leads to real-world impact.
- Equipping faculty, staff and learners with the knowledge and skills necessary to lead the next generation of health care.
- Leading the advancement and use of cutting-edge technologies, data and digital capabilities that serve the needs of patients, physicians, health care professionals, faculty, staff, learners and our community.

## FOUNDATIONS FOR SUCCESS

### PEOPLE

Inspire, value and support our faculty and staff to contribute to their full potential.

### ENVIRONMENT

Create a welcoming place for all people to heal, grow and learn.

### CULTURE

Promote a culture of curiosity and collaboration that propels the continuous pursuit of knowledge and excellence.

### SUSTAINABILITY

Instill fiscal discipline and stewardship of public, private and philanthropic resources to ensure our financial resilience in supporting our mission.

## STRATEGIC

### ADVANCE THE

- Expand access
- Maximize the

- Build the hospital

- Champion in

- quality, exper

- Design data

- Pursue auth

- Enable patie

- Invest in par

- Design data

- Equip the wo

- Advance col

- Equip the wo

- Advance col

- Equip the wo

- Advance col

- Equip the wo

- Advance col

- Equip the wo

- Advance col

- Equip the wo

- Advance col

- Equip the wo

- Advance col

- Equip the wo

- Advance col

- Equip the wo

- Advance col

- Equip the wo

- Advance col

- Equip the wo

- Advance col

- Equip the wo

- Advance col

- Equip the wo

- Advance col

- Equip the wo

- Advance col

- Equip the wo

- Advance col

- Equip the wo

- Advance col

- Equip the wo

- Advance col

- Equip the wo

- Advance col

- Equip the wo

- Advance col

- Equip the wo

- Advance col

- Equip the wo

- Advance col

- Equip the wo

The broad mission of The University of Texas at Austin Dell Medical School includes clinical care, education of residents and students, and scholarship. Fulfilling these equally vital goals requires meaningful contribution from faculty members with a variety of backgrounds, skills, and interests.

To recognize the important contributions of all faculty to Dell Med's mission, the professional-track provides two advancement pathways or 'title series' :

- Clinical professor title series
- Professor title series

# Designating an Area of Excellence

## Areas of Review: Professional-Track Faculty

- The Dell Medical School defines four areas of review that align with its mission, with promotion in these areas based on pre-established guidelines for achievement set by the medical school:
  - **Clinical expertise**
  - **Educational leadership**
  - **Investigation and inquiry**
  - **Academic and professional service (may not be designated as Area of Excellence)**
- Professional-Track faculty designate an eligible area of review as their Area of Excellence.
- Substantial achievement must be demonstrated in the Area of Excellence. Accomplishments in the other areas of review should be delineated as **Additional Contributions to the Academic Enterprise**.

## Description: Areas of Review

- **Clinical Expertise**  
Enable the delivery and measurement of excellent health care, with a focus on quality, health equity, population and/or public health, value and/or innovation.
- **Educational Leadership**  
Enable the provision of exceptional training, mentoring or curricular development and provide fair and committed support for learners, in alignment with the medical school's mission to educate leaders who transform health care and redesign the academic health environment to better society.
- **Investigation and Inquiry**  
Support the development of a rich multidisciplinary environment for research, bringing distinct skills or resources to advance the impact of research, in alignment with the medical school's mission to accelerate innovation and research to improve health.
- **Academic and Professional Service**  
Advance healthcare through administrative, community, academic, and professional service, in alignment with the medical school's educational, clinical, and research missions. **Cannot be the Area of Excellence.**

## Which Area of Excellence and Title Series is “Right” for Me?

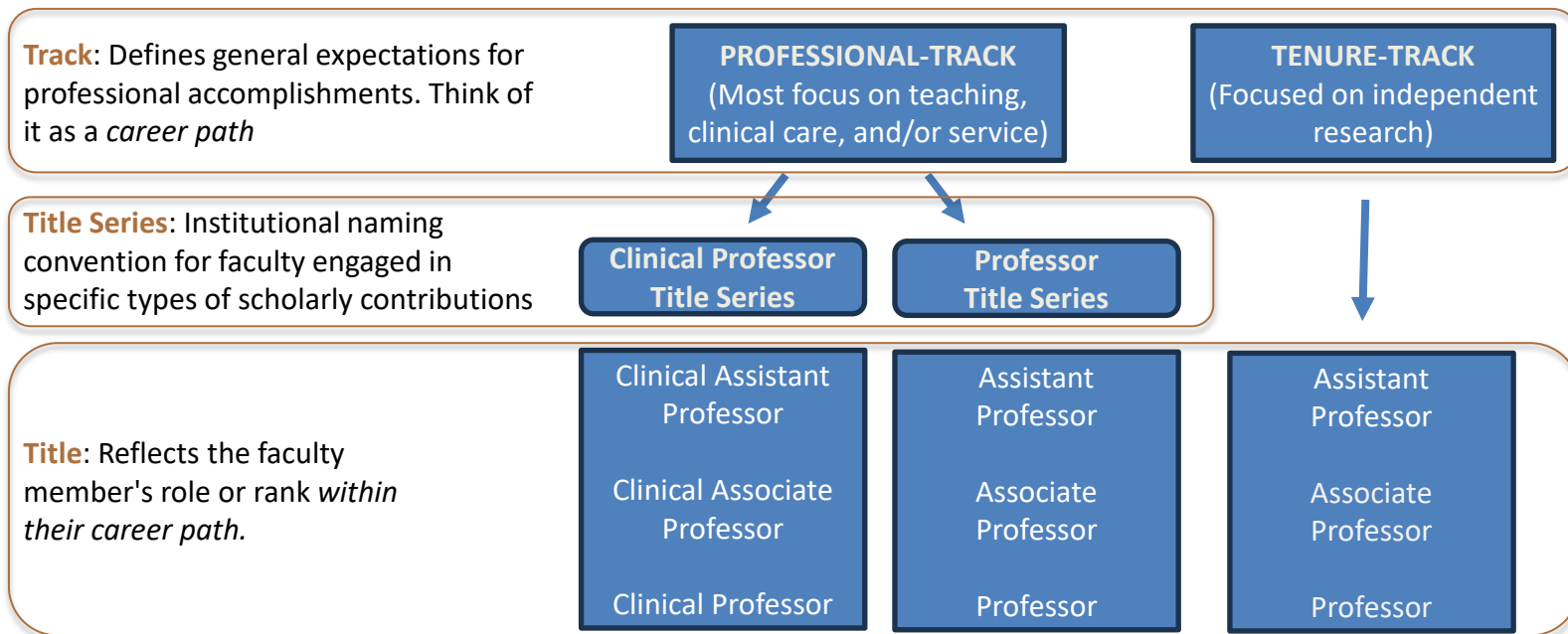
- Each Area of Excellence and title series within the professional-track provides a specific pathway for educators, clinicians, and researchers to be recognized for their expertise, scholarly work, and contributions to the school and University.
- The Area of Excellence and title series that is “right” for you is the one that is **most aligned** with your **portfolio of work**.

## Misconception about Educational Leadership as an Area of Excellence

- It emphasizes **leadership and scholarship** in education, not just teaching and advising.  
Examples of activities:
  - Development and dissemination of a new curriculum
  - Development of new courses or fellowship programs
  - Systematic study of teaching and learning processes with peer-reviewed publications
  - Administrative educational leadership roles such as: Clerkship Director or Residency Program Director
  - Service on educational committees
  - Invitations to speak about education
  - Honors/awards for teaching
- For faculty in the professional-track professor title series with educational leadership as their designated Area of Excellence, traditional scholarship **in education** is expected. Most faculty who are engaged in teaching are a better fit for clinical expertise as their designated Area of Excellence, rather than educational leadership.

# Which Title Series Is Appropriate?

# What does “title series” mean?



# Our Broad Definition of Scholarship

Defined as: the creation and/or dissemination of new knowledge\*

Dell Medical School uses a broad, flexible definition that includes:

- **Discovery**, original research that advances knowledge
- **Integration**, synthesizing information across disciplines, topics, or time
- **Application**, involving the rigorous application of your disciplinary expertise
- **Teaching**, systematic study of teaching and learning processes\*\*

\*All of these require accomplishments beyond your service duties (i.e., beyond your “job”) and in formats that allow dissemination, application, and/or evaluation by peers.

\*\*Requires a format that will allow public sharing and the opportunity for application and evaluation by others

# How do the title series differ?

## Clinical professor title series:

- Requires active engagement in scholarly activities that derive from and support clinical, teaching, and professional service activities. Scholarship is defined broadly. **Peer-reviewed publications are not required.**
- Reputation for excellence derives from clinical focus and is typically local or regional.

## Professor title series:

- Expected to play an *active and sustained key role in a program of scholarship in an area of expertise*, which includes **traditional scholarship output (e.g., peer-reviewed publications)**.
- Reputation for excellence derives in part from traditional scholarship and is typically broader.

The series that best recognizes the faculty member's overall contributions is usually the one to select, recognizing that contributions may overlap the two categories.

## Comparison of Scholarship Requirements for Each Title Series

	Scholarship requirement	Promotion to associate professor	Promotion to professor
<b>Clinical professor title series</b>	Scholarship is broadly defined. <b>Peer-reviewed publications are not required.</b>	Evidence of participation in scholarly activities that derive from and support clinical service, program development, educational leadership, and/or research.	Evidence of sustained, active engagement in scholarship that derives from and supports clinical service, program development, educational leadership, and/or research. <b>Peer-reviewed publications are encouraged but not required.</b>
<b>Professor title series</b>	Expected to play a <b>sustained key role in a program of scholarship</b> in an area of expertise. <b>Requires traditional scholarship (e.g., peer-reviewed publications).</b>	A record & strong trajectory of scholarly achievement reflected by peer-reviewed publications and peer recognition of original research, clinical observations, educational programs, etc.	Sustained scholarly achievement reflected by peer-reviewed publications and peer recognition of original research, clinical observations, educational programs, etc.

## Comparison of Geographic Reputation Requirements for Each Title Series

	Reputation requirement	Promotion to associate professor	Promotion to professor
<b>Clinical professor title series</b>	Emphasizes <b>impact at the institutional and local level</b> through scholarly activities that derive from and support clinical service, program development, educational leadership, and/or research.	Institutional & local reputation	Institutional & local reputation
<b>Professor title series</b>	Garners reputation beyond the University. Emphasizes scholarship and peer recognition at the <b>state, regional, and/or national level.</b>	<b>Emerging regional or statewide</b> reputation	<b>Sustained regional or statewide</b> reputation and <b>emerging national</b> reputation

## Clinical professor title series: Contributions that suggest impact at the institutional level

- Development and/or leadership of a clinical program
- Improved clinical outcomes/clinical metrics
- Educational leadership roles
- Development and/or leadership of residency program, fellowship program
- Development/dissemination of curricula, practice guidelines
- Leadership of and/or engagement in quality improvement efforts with measurably improved outcomes
- Organization of symposium in area of clinical expertise
- Honors/awards at UT, Dell Med, clinical site
- Committee leadership/service at UT, Dell Med, clinical site
- Mentorship with demonstrated evidence of impact on mentees

## Professor title series: Contributions that suggest impact and geographic reputation beyond the institution

- Invited presentations – state/regional, national, international
- Organization of symposium on a state/regional, national, international level
- Invited service on advisory panels, committees
- Publications, NIH mean Relative Citation Ratio (RCR)
- Competitive grant funding, especially federal or equivalent
- Honors/awards from beyond UT, Dell Med, clinical site
- Leadership roles in professional societies or other entities related to your area of expertise
- Mentorship with demonstrated evidence of impact on mentees

## Promotion readiness is based on:

- Elapsed time in current rank, aka 6 “effective years at rank”
- Scholarship
  - Impact / influence of scholarship
  - Contributions during time at rank
  - Trajectory

	Has sufficient 'effective years at rank'	Impactful scholarship with strong trajectory?	Ready for promotion?
Scenario 1	yes	no	no
Scenario 2	yes	yes	yes
Scenario 3	no	yes	no*
*in some exceptional cases accelerated promotion is appropriate			

## Additional Contributions to the Academic Enterprise

- Provide evidence supporting a future trajectory of excellence in additional contributions to the academic enterprise.
- Additional Contributions to the Academic Enterprise offered by the candidate **cannot repeat the accomplishments in the Area of Excellence.**
- Academic and professional service activities that do not fall within the designated Area of Excellence should be included in Additional Contributions to the Academic Enterprise.
- Faculty members who do not list Clinical Expertise as their designated Area of Excellence should include clinical activities as Additional Contributions to the Academic Enterprise.

## Community Engagement

- Community-facing scholarship and practice is embedded in the core activities of the medical school as a domain under the Areas of Review.
- This ensures that this work is explicitly considered as a part of promotion/recognition.
- Examples of community-facing scholarship and practice:
  - Leading evidence-informed advocacy or policy development
  - Evaluating the population impacts of health/social policies
  - Conducting community-engaged research and practice

# Timing of the Review

## Timing of Promotion Review

- Professional-track faculty **may** prepare and submit dossier during the 5<sup>th</sup> year in rank, which will then be reviewed during your 6<sup>th</sup> year in rank, with promotion becoming official during the 6<sup>th</sup> year\*.
- A couple of factors that can affect the timing of promotion review:
  - Minimum Amount of Qualifying Service at UT Austin
    - All faculty must have a **minimum of 2 years in rank at UT Austin** before review by the Dell Med APT committee and the President's Committee for promotion.
  - Election to Combine Service from previous institution(s):
    - Up to 3 years of time in equivalent rank at institution(s) ***immediately*** preceding your appointment at Dell Med can be counted towards the requisite 6 years.
    - Faculty must follow process for formal request to elect to combine service.

\*This is new: professional-track faculty need a minimum of **6 years (instead of 7) in rank** to go up for promotion. This promotion timeline for professional-track faculty is now aligned with the rest of the UT campus.

## Timing of Promotion Review – cont'd

Promotion review for professional-track faculty follows a triannual review process with **3 separate “review cycles”** each year.



Overview of 2026-27 Professional-Track Cycle Timelines

Steps	CVs & Reviewers due to OFAA	Candidate completes their portion of dossier	Complete Dossiers due to OFAA	Promotion Decision	Promotion Effective Date
Cycle 1	Jan 31, 2026	Feb 28, 2026	July 1, 2026	Oct 31, 2026	Feb 1, 2027
Cycle 2 <small>*Clinical Prof title series dossiers only</small>	May 31, 2026	July 31, 2026	Dec 1, 2026	Mar 27, 2027	July 1, 2027
Cycle 3	Aug 31, 2026	Sept 30, 2026	Feb 1, 2027	May 29, 2027	Aug 16, 2027

\*Your department’s internal timelines/due dates may vary! Please consult with your departmental faculty affairs representative

# Scenarios for Determining Area of Excellence and Title Series: A Disclaimer

- The following scenarios are only **examples** intended to illustrate concepts
- Each faculty member's portfolio of activities and scholarly productivity related to activities is unique

# Scenario 1

- Professional-track Assistant Professor who spends **most** of their time delivering clinical care and a **significant** amount of time devoted to clinical research.
- They have a track record of serving as site PI of industry-sponsored trials and **publishing regularly** in their area of clinical expertise (~1-2 peer-reviewed publications/year).
- They have excellent clinical metrics.
- They have a **track record of giving talks by invitation** from regional organizations and serve on committees of statewide/regional organizations related to their clinical expertise.
- They give guest lectures to residents and have residents rotate on their clinical service.

## Scenario 1 – cont'd

- What should their Area of Excellence be? Clinical Expertise or Investigation and Inquiry?
- **Answer: Clinical Expertise.** Their research activities derive from and support their clinical activities and provide evidence for their clinical expertise but are not their primary focus.
- Which title series under the professional-track aligns with this type of scholarship portfolio? Clinical Professor title series or Professor title series?
- **Answer: Professor title series.** They play a key role in research activities and have a track record of peer-reviewed publications and have garnered a geographic reputation, supporting the Professor title series. The emphasis of this portfolio of scholarship **has less direct impact on institutional programs and activities** – and therefore, would not be well-aligned with the Clinical Professor title series.

## Scenario 2

- Professional-track Assistant Professor who spends **almost all** of their time delivering clinical care and **some** time devoted to educational activities.
- They **lead a clinical program**, have excellent clinical metrics, **lead QI efforts** that have measurably improved outcomes, organize an annual Dell Med symposium in their area of clinical expertise, and are regularly invited to speak in their area of expertise.
- They are also a **fellowship program director** and interact with learners through didactic teaching and clinical teaching.

## Scenario 2 – cont'd

- What should their Area of Excellence be? Educational Leadership or Clinical Expertise?
- **Answer: Clinical Expertise.** Their educational activities include a leadership role, but most of their scholarly activities are related to clinical expertise; not much scholarship related to teaching.
- Which title series under the professional-track aligns with this type of scholarship portfolio? Clinical Professor title series or Professor title series?
- **Answer: Clinical Professor title series.** The portfolio of work is characterized by high-impact clinical, research, and/or educational excellence and leadership activities whose impact is focused on the *institutional* level.

## Scenario 3

- Professional-track Assistant Professor who spends **most** of their time delivering clinical care and a **significant** amount of time in educational activities.
- They serve as Residency Program Director, **develop and disseminate curricula** for the residency program, and **serve on an education and training committee of professional society**.
- They **speak regularly about education by invitation** from regional or statewide organizations and **publish regularly about teaching** (~1-2 peer-reviewed publications/yr).
- They may also serve as **PI of grant supporting education and training activities**.

## Scenario 3 – cont'd

- What should their Area of Excellence be? Educational Leadership or Clinical Expertise?
- **Answer: Educational Leadership.** Even though they devote greater effort/time to clinical activities, **their scholarship is more educational** than clinical, and they lead an educational program.
- Which title series under the professional-track aligns with this type of scholarship portfolio? Clinical Professor title series or Professor title series?
- **Answer: Professor title series.** They play a key role in research activities in education, have a track record of peer-reviewed publications, and have garnered a regional reputation, supporting the Professor title series. While this portfolio of work has some evidence of direct impact on the institution – most of the scholarship demonstrates impact regionally, so that the portfolio of work is less well-aligned with the Clinical Professor title series.





## Scenario 4

- Professional-track Assistant Professor who spends **almost all** of their time delivering clinical care and **some** time devoted to educational activities.
- They serve as **Residency Program Director, develop and disseminate curricula,** have excellent metrics related to the training program they direct.
- They **serve on education and training committees at Dell Med.**

## Scenario 4 – cont'd

- What should their Area of Excellence be? Educational Leadership or Clinical Expertise?
- **Answer: Educational Leadership.** Even though they devote greater effort/time to clinical activities, **their scholarship is more educational** than clinical, and they lead an educational program.
- Which title series under the professional-track aligns with this type of scholarship portfolio? Clinical Professor title series or Professor title series?
- **Answer: Clinical Professor title series.** The portfolio of work is characterized by high-impact clinical, research, and/or educational excellence and leadership activities with ***institutional*** impact.

# Online Resources

-  [Professional-Track Comparison Table](#)
-  [Webpage: Clinical Professor Title Series](#)
-  [Webpage: Professor Title Series](#)
-  [Webpage: Guidance on Title Series Designations and Changes](#)